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BULLETIN


The Arkansas State Normal School

Vol. 1

June, 1913

No. 2

This volume is bound without 1915/16 & 1918/19

which  are unavailable.

CONWAY, ARKANSAS

Published by the Arkansas State Normal School. Published
Quarterly. Entered as second-class matter June, 1913,
at Conway, Arkansas, under Act of July 16, 1894

Charles H. Johnson

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VOL. 1

June, 1913

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Catalogue No. 6



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Normal Buildings.

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Calendar.

First term opens.....	September 22, 1913
First term closes.....	December 19, 1913
Second term opens.....	December 30, 1913
Second term closes.....	March 20, 1914
Third term opens.....	March 23, 1914
Third term closes.....	June 5, 1914
Summer term opens.....	June 8, 1914
Summer term closes.....	July 17, 1914

EXAMINATIONS.

First term examinations.....	December 16-19, 1913
Second term examinations.....	March 17-20, 1914
Third term examinations.....	June 1-3, 1914

SPECIAL DAYS.

Thanksgiving.....	November 27, 1913
Christmas.....	December 19-30, 1913
Memorial, Robert E. Lee.....	January 19, 1914
Memorial, George Washington.....	February 22, 1914

COMMENCEMENT EXERCISES. ...

Annual sermon.....	May 31, 1914
Class exercises.....	June 2, 1914
Senior exercises.....	June 3, 1914
Closing exercises.....	10:30 a. m., June 4, 1914

Board of Trustees.

HON. GEO. B. COOK, State Superintendent, Little Rock	<i>President</i>
HON. B. W. TORREYSON, Professor of Secondary Ed- ucation, Little Rock.....	<i>Secretary</i>
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English.

IDA WALDRAN,
English.

ROSEBUD VAUGHAN,
English.

CHARLES BURT GENTRY, S. B.; A. B.,
Agriculture.

IRIS HIBBARD,
Music and Expression.

MARY AUGUSTA BERNARD,
Drawing and Penmanship.

LEAFFA RANDALL,
Domestic Science.

RUTH O. DYER,
Supervising Teacher.

AMY ROSETTA ROTH,
Librarian.

.....
Secretary.

WILLIAM BRUCE FRIZZELL,
Farm Manager.

FACULTY COMMITTEES.

CLASSIFICATION.

Womack	Brennan	Buchholz	Cubage	Meadors
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ADVISORY.

Denney	MacDonald	Waldran
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ENTERTAINMENT.

Cubage	Gentry	Womack	Randall
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RELIGIOUS SOCIETIES.

Meadors	Vaughan	MacDonald
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LITERARY SOCIETIES.

Waldran	Dyer	Gentry	Bernard
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ATHLETICS.

Stephenson	Cubage	Randall
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PUBLICATION.

Meadors	Waldran	Stephenson
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RECORDS.

Buchholz	Brennan	Denney
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General Information.

The record of the State Normal School for its five years' existence is one worthy of note on account of the steady increase in enrollment each year, the marked improvement in the character of work done by the student body, and in the interest that has been aroused, through their efforts, in Normal School work. It is unfortunate that school directors, either through indifference or necessity, are still employing immature or untrained teachers for the work in our public schools. They fail to look upon their office as one of grave trust and great responsibility. They fail to recognize the fact that a child in the rural school is as much entitled to the very best, wherever it is possible to be secured, in training or discipline as the child who is given the advantages of town or city school life. They fail especially to appreciate the fact that a trained teacher at a good salary is worth more to the community and will do more effective work in the schools in one session than the untrained teacher, except in rare cases, will be able to do in a much longer period. They do not seem willing to concede the fact that the teacher whose work is largely experimental, or who teaches in a certain way because she chanced to be taught that way, is very likely to prove a failure. More than one thousand so-called teachers in this State abandon their work after one year of effort, either because they recognize the fact that they are not suited for the work or because something more to their tastes invites them. Their places must be filled by others, and the conviction is steadily fastening itself upon the school directors and patrons in the more progressive districts that the novice in teaching will only in rare cases prove satisfactory. Thus there is a growing demand for teachers who make a study of methods of instruction and of discipline, and

who feel the need of genuine preparation before presuming to enter the vocation.

The State Normal School offers opportunity to all who desire to teach in the State and who feel the necessity of such help as the Normal affords. While instruction is given in the various subjects usually taught in the public schools, as a matter of course, since no one would hesitate to concede the fact that scholarship is a basic principle in school work, the other lines of instruction needful to the teacher receive much attention.

The Board of Trustees has endeavored to select a faculty in keeping with the views above expressed. The teachers are specialists in their work, and the equipment furnished them for successful service in their departments has been selected with great care. They recognize that those who are receiving instruction here are to be the teachers who, in turn, are to take charge of the common schools of our State, hence every effort is made to fit the students to serve well the school interests of any community where they may be called into the work.

LOCATION.

The State Normal School is located at Conway, Arkansas, thirty miles west of the state capital and within seven miles of the geographical center of the State. Its railroad facilities are excellent, there being eight passenger trains and two local trains daily. No town in the State has shown a deeper interest in school affairs than Conway. It has contributed over \$225,000 in recent years to aid in the establishment of institutions for higher learning in its midst. It has also one of the best public school buildings in the State, erected at a cost of \$40,000, for which bonds were issued by the school board. Here are located Hendrix College for young men, which has received an endowment of \$300,000, and Central College for young women; the former under the control of the Methodist denomination and the latter a part of the Ouachita-Central system of the Baptists of the State. A waterworks plant has been installed for the town, and this will be followed by a system of sewerage. Conway

bears an exceptional record as regards its healthfulness, diseases of marked fatality being rare.

A college town is usually a town of more than average culture and refinement, and this is true of Conway. The moral tone is exceptionally elevated, the religious sentiment is strong, the civic spirit is of the highest order. Students are made to feel at home in the community, and, in many ways, the citizens make proof of their interests in those who are temporarily among them.

BUILDINGS AND GROUNDS.

The school building occupies a site about one and a quarter miles southwest of the center of town. It is three stories high, constructed of brick and stone, with slate roofing. It is thoroughly up-to-date, provided with modern conveniences, water on each floor, steam heat and electric lights. The basement contains the toilet rooms, manual training room, domestic science room, society hall, and a room especially arranged for the department of agriculture. The second floor contains four large class rooms, six recitation rooms, a rest room, office rooms and a double library room. The third floor contains two large class rooms, three recitation rooms, a suite of three rooms for the science department and an auditorium seated with single desks.

A girls' dormitory, furnishing accommodations for one hundred, will be ready for use at the beginning of the fall term. This building is admirably arranged, constructed of brick and stone, three stories high, with basement. Each room will accommodate two girls, and the furnishings will be such as will contribute to their comfort and convenience. The equipment is in every respect modern, and the endeavor will be to provide such surroundings as will make their stay therein as pleasant as circumstances will permit.

A practice school building will also be erected, and the students of the senior classes, with such others as it may be seen best to admit, will be required to attend daily on the work done there, taking such part in the same as may be deemed advisable. This building will be arranged

to meet as nearly as may be the ideal conditions that should prevail in the modern district school. Pupils will be admitted in all the grades covered by the common school course of study. In addition to the instruction usually given, classes will be organized in domestic science—including cooking—also in manual training and school gardening. About seventy-five pupils will be allowed to take the courses and thus the student-teachers will have opportunity not only for preparation in the theory of teaching, but also in its actual practice. To the novice, this line of study will prove exceedingly beneficial. The practice school occupies the same relation to the Normal School that a laboratory does to the science department. The purposes of either can best be secured by these adjuncts.

THE PRACTICE SCHOOL.

With the opening of the fall term a practice school will be in operation for the training of the students in actual school room work. Those taking the rural school courses will be required to take this line of training for at least two terms, and all seniors will have work daily in observation and practice teaching.

A critic teacher of high attainments has been secured and will have general direction of the school. Classes will be organized in all the common school grades, and such work will be done as should characterize the best type of rural schools. Students from the town and elsewhere will be admitted under prescribed conditions and the course of study outlined will include special training in the manual and domestic arts.

THE LIBRARY

Is fitted out with reading tables and in the book cases are to be found a carefully-selected list of more than three thousand volumes. The teachers of the various departments are especially charged with the selection of books suited to their respective classes, and only such volumes

are purchased as are thought to fill some need of the student for general reading or special reference. There are also to be found in the magazine department nearly one hundred of the leading periodicals. To these, as well as to the library books, students have access, and the rooms are kept open all day, Saturday included, for the convenience of those who may wish to spend after-school hours in reading.

THE LABORATORIES.

It has been the aim in furnishing the chemical, physical, physiological, zoological, botanical, geological, agricultural and home economics laboratories, to give the student such equipment as would prove of most service to him. The practical needs of the students guided the selection of apparatus, and duplicate sets have been furnished as far as funds permitted. It is recognized that students in these departments will be called upon to teach these subjects, hence such apparatus has been purchased as will render them capable of handling readily the various phases of scientific experiments as taken up in the average high school text-books on the lines above mentioned.

HOME ECONOMICS.

A department of Home Economics was organized in the Normal School at the beginning of the past session, and the work in the same has been eminently satisfactory. Those students who took the course in connection with their other lines of work are strong advocates of its worth. Lessons in cooking, sewing and general household matters are given throughout the session, and the trend of the instruction is practical in its bearing. The equipment for the work is ample, yet such as may be secured in any district school with no great expense. As this subject is gaining in importance, it seems well that our teachers should be prepared to give instruction in it.

AGRICULTURE.

Since the law now requires the teaching of Agriculture and Horticulture in all the common schools of the state it will be conceded that practical as well as theoretical instruction should be given in these subjects. Mere textbook knowledge will not suffice, especially in a subject where so much can be done in a practical way, by actual observation and investigation. Much work is required of the students in the way of reading the government bulletins, farm journals, and reference books, and they are also required to study some good text. In addition to this, the students are expected to take part in the practical work of the farm. Many have gardens that are under their care from the time the soil is prepared until the products are matured. They are also in close touch with demonstration work, such as plowing, the use of fertilizers, preparation of the soil and cultivation of farm crops. Instruction is also given in pruning, grafting and budding, microscopy, seed selection, and the study of animate life helpful or hurtful to plant life. Wherever it is possible, much of this work is done by the students under competent direction. Animal husbandry also has its share of attention. A model barn has been erected, pens and houses have been provided for poultry and swine, and these have been stocked with the best breeds obtainable. It is the intention of the board at an early date to purchase a few choice cattle in order that students may be given instruction in these three lines of farm activity. A greenhouse has also been constructed and students are taught how to care for and propagate forms of plant life that require more than ordinary care and attention. In the equipment of this department the aim has been to select such material as is best adapted to the work in hand. The farming implements are of the latest and most improved types, and the same care has been exercised in selecting the apparatus and machinery to be used in the other phases of the work. New equipment will be added to the laboratory for use, beginning in the fall session, and students will be given the benefit of such courses in experimental work as may best be adapted to their needs.

CONDITIONS OF APPOINTMENT.

Under the law establishing the State Normal, students who attend must be at least sixteen years of age, in good health, and of good moral character. They must have completed the state course of study and be ready for high school work. The president of the school is authorized to pass upon the qualifications of applicants for admission, yet the teachers may, upon finding that the students are not qualified for the work they purpose undertaking, report the same to the president, and students who are found thus incapable will be requested to withdraw from the school, provided there be no lower class to which they can be assigned. Those who receive appointments must obligate themselves to teach in the state at least two years after graduation, unless circumstances should arise that would justify them in requesting from the president of the school a release from this obligation.

The school is for the training of those who are in turn to have charge of the education and discipline of the young people of our state. It is but reasonable, therefore, that some restrictions should be made in the way of qualifications from its beneficiaries. While scholarship is essential in those who assume the work of teaching, great demands will be made on them from other standpoints; thus, a healthy body, a clean mind and consecration to the work are not unreasonable requirements on the part of the Board of Trustees, and the justice of this view will be readily conceded.

TERMS OF ADMISSION.

Persons applying for admission to the State Normal must present to the president an appointment from their county examiners. Under the law, each county is allowed one student in the Normal for every twenty white teachers in the county. Special appointments may be made by the county examiners in addition to these, provided all counties have not taken up their quota. Those receiving appointments are requested to notify the president of the same, as places are held open for only ten days after the beginning of school, any vacancies then existing being

taken up by special appointees from other counties whose full number has already been enrolled.

According to the reports of the various county examiners to the State Superintendent for the scholastic year ending June 30, 1911, the counties of the state will be entitled to free scholarships, as follows:

Arkansas	6	Garland	7	Newton	5
Ashley	6	Grant	4	Ouachita	5
Baxter	5	Greene	6	Perry	4
Benton	11	Hempstead	6	Phillips	2
Boone	6	Hot Spring	6	Pike	5
Bradley	5	Howard	5	Poinsett	3
Calhoun	3	Independence . . .	7	Polk	5
Carroll	7	Izard	6	Pope	11
Chicot	2	Jackson	7	Prairie	5
Clark	8	Jefferson	6	Pulaski	14
Clay	6	Johnson	8	Randolph	6
Cleburne	5	Lafayette	4	Saline	5
Cleveland	4	Lawrence	6	Scott	7
Columbia	5	Lee	3	Searcy	6
Conway	6	Lincoln	4	Sebastian	15
Craighead	8	Little River . . .	4	Sevier	5
Crawford	8	Logan	9	Sharp	6
Crittenden	2	Lonoke	8	St. Francis	4
Cross	3	Madison	6	Stone	4
Dallas	3	Marion	6	Union	8
Desha	2	Miller	5	Van Buren	6
Drew	6	Mississippi	4	Washington	12
Faulkner	7	Monroe	3	White	8
Franklin	8	Montgomery	10	Woodruff	3
Fulton	6	Nevada	4	Yell	10

BOARD AND OTHER EXPENSES.

Those occupying the dormitory will be charged for board at the rate of fifteen dollars per calendar month in advance. As it is the intention to make the charges sufficient only to meet the current expenses, this amount will be lowered, if it can be done, and yet satisfactory table fare and service maintained.

Those students who are not able to secure accommodations in the dormitory will find suitable homes among the citizens of the town, the rate charged averaging about the same as that paid by those in the dormitory.

Students expecting to board in the dormitory are re-

requested to file applications promptly, and notice will be given those whose applications come too late to secure accommodations there, in order that time may be given to locate them elsewhere, should they desire that this be done. An advance payment of five dollars, which will be refunded later, will be required of all students desiring rooms held for them.

As the rooms in the dormitory will be furnished with single beds, each student should bring with her two counterpanes, two pairs of sheets, two pillow slips and one pair of blankets or other covering for the bed. Students will also bring four bath towels, four face towels, and six napkins. All these should be plainly marked with the student's name.

An incidental fee of five dollars and a library fee of three dollars are charged, and students in the science department will be required to pay for any breakage of apparatus for which they may be held responsible. A deposit of one dollar per term is required of science students and this, or any unused portion of it, will be refunded at the close of the term.

ADMISSION TO ADVANCED STANDING.

The courses offered in the State Normal School cover a period of two years for the Rural School Course, and four years in addition, for the regular Normal Course. Graduates of high schools may complete the course in less time. In no case, should a high school graduate expect to complete the Normal Course in less than two years, and then only when the high school from which he comes, maintains a full four years' course, and the character of the student's work and course of study have been such as readily to conform to our requirements for graduation. In every case recognition will be given to work done in the high school, if the student presents a copy of his record from such school and shows himself prepared for the subsequent courses of the Normal, by maintaining his standing in the more advanced classes in the same subject.

Students who have pursued work elsewhere above a

four years' high school course may graduate in less than two years, if the character of this work warrants it and they can meet the requirements. In no case will a diploma be granted for less than one full year spent in resident study at the State Normal School, in which not less than twelve credits are earned. All such students will be required to take at least one year in Education, one year in English, and a term course in Mathematics, with special reference to methods, without regard to work done in other schools.

When credit is sought for courses in Science, the student must present his laboratory note-book in addition to the regular required report, if full credit for such work is expected.

Students seeking credit in English 10-11-12 and English 13-14-15 must present book-reports or other evidence of having done the critical, analytical, synthetical and theme work covered in these courses.

Do not fail to bring statement of work done in other schools. Failure to do so may result in a student's having to do work for which he might otherwise receive credit. It will save much time and avoid errors in classification.

EXAMINATIONS AND RECORDS.

Examinations in all subjects are conducted at the close of each term. The final grade turned in is an average between the daily class record and the final examination. A student who fails to appear for the final examination forfeits his right to a grade and thus to credit on that term's work, except when sickness prevents, or by special previous arrangements. Grades are designated by per cent with seventy or above as passing grade. In a general way they may be interpreted as follows: 90 or above, excellent; 85 to 90, good; 80 to 85, average; 75 to 80, below average; 70 to 75, passed; below 70, failed.

FORM OF CREDIT BLANK.

To the President Arkansas State Normal, Conway., Arkansas:

This certifies that.....
 school, located at....., maintains
 a.....years' high school course, and that
teachers devote.....full time to high school
 work.

It is further certified that.....
 has been in regular attendance at the high school for....
 months and has passed satisfactory examinations on the
 subjects named below:

Name Subject	No. of Weeks	Grade	Length of Rec'n	Periods Per Week	Laboratory	Exhibits Remarks
.....
.....
.....
.....
.....
.....
.....
.....
.....

NOTE—On the reverse side of this sheet please make a list of classics studied by the student, indicating the year in which the work was done.

Copies of the above blank forms may be had upon application.

DIPLOMAS.

Under the act of the state legislature, diplomas are granted to graduates of the State Normal under the following conditions:

"The Normal School Board is authorized to grant the degree of Licentiate of Instruction to such students as shall have completed the full course of instruction in said Normal School, shall have been recommended by the faculty, and shall have passed an approved examination. Such diploma when signed by members of said examining board, the same to be appointed by the Normal School Board, the President and Secretary of the Normal School Board and the President of the State Normal School shall be equivalent to a professional license, authorizing the holder of the same to teach in any public school of the State of Arkansas for a period of six years from and after the date of issue, and after the expiration of that time said diploma may be converted into a Life Certificate, provided the character of the work done by the holder thereof and his moral character meet the approval of the Normal School Board."

The law authorizing the State Superintendent to grant a state license reads thus: "The State Superintendent of Public Instruction shall have power to grant state certificates, which shall be valid for life, unless revoked, to any person in the State who shall pass a thorough examination in all those branches required for granting county certificates; and, also, in algebra and geometry, physics, rhetoric, mental philosophy, history, Latin, and the Constitution of the United States and of the State of Arkansas, natural history, and theory and art of teaching."

It will therefore be necessary for students who desire their diplomas converted into a state license to pursue, in addition to the subjects required for a Licentiate's diploma, solid geometry, Latin, botany, geology, and zoology.

SCHOOL TERMS.

The session of the school is divided into three terms of approximately three months each, and the work is so ar-

ranged that students unable to enter at the beginning of the session may be admitted later without serious inconvenience. Certainly it would be far better if all could attend for the full session of each year's work to which they may be admitted, but circumstances will, doubtless, prevent this in some cases.

In addition to the work of the regular session there will be a summer term, covering six weeks, for the benefit of those who are not in position to take a more extended course. It will be the endeavor to adapt this work to the needs of those who attend, and such classes will be organized as will best accomplish this. Special attention will be given to primary methods, and actual class exercises conducted, pupils in town being in attendance in the primary grades.

ATHLETICS.

The growing popularity of athletic sports has created a demand for instructors in these subjects. It is the endeavor, therefore, on the part of those in charge of such diversions among us to train students who wish to gain special instruction in field sports, not so much with a view to developing experts, but rather to put them in position to handle understandingly these subjects when called upon to do so. Clean athletics has no longer need of champions. It is a conceded point that the moral and intellectual side of a man, no less than the physical, may be brought into symmetrical development by proper care of the body as regards diet, cleanliness, exercise and the like, and nothing conduces more to this than the disciplinary requirements from one who understands how to get the best results in teaching athletics. Baseball, football, basketball, and track work have good support, and the championship of the state has been twice awarded to the girls' basketball team. Tennis and other sports also have their followers, and all students are encouraged to engage in some sort of athletics. It is clearly understood from the first, however, that students who expect to engage in athletic contests must maintain certain standards in scholarship and attendance. In no case will there be deviation from this rule.

LITERARY SOCIETIES.

There are four literary societies under the direction of the student body—the Crestomath and Nikatima for young women, and the Wingo and Clary for young men. Their meetings are held weekly, and occasionally a joint session brings together the members for an interchange of views and the maintenance of the relations of good fellowship that should characterize such assemblies. The aim of these organizations is to encourage and foster among the members a steady development of an appreciation for the highest attainments in literary and æsthetic culture, as well as to familiarize them with such matters as it becomes our citizens to know. The meetings are well attended, the interest taken in the proceedings is well maintained, all students are encouraged to associate themselves with one or the other of these organizations, and the influence of society work upon the general student body has been uniformly commendable.

RELIGIOUS SOCIETIES.

Early in the history of the first session of the Normal the Y. M. C. A. and the Y. W. C. A. were established, and they have proved important factors in unifying and developing the devotional spirit of their members. The pervasive influence of a well-ordered life needs no special herald to proclaim its worth, and, without ostentation, the members of these organizations are striving to impress those with whom they are associated that, "True worth is in being, not seeming."

THE STUDENTS' ASSOCIATION.

The Students' Association is the newest organization of the Normal School. The purpose of this organization is to promote all desirable activities, to encourage a friendly rivalry between the different societies and classes, and to foster the school spirit.

The executive body of the association is a council composed of eight members. Four of these are the officers:

of the association. The officers are all elected by the entire student body. The president is elected from the Senior Class, the secretary from the Junior Class, the treasurer from the Sophomore Class, and the vice president from the Freshman Class. Each of the four classes elects one of the other council members to represent them in the council meetings. The present council holds office for the remainder of this school year, and it is expected that the next election will be held as early as the second week of the next school year.

The duties of the president and vice president are not supposed to be very numerous. The secretary and the treasurer each has some special duties in addition to what naturally become the duties of a secretary and treasurer. The secretary keeps a large record book in which are recorded all events and proceedings which are thought to be of special interest to Normal students. It is not intended that this record book shall be official, but rather that it shall contain such facts as Normal students ten years from now will be interested in knowing.

The association has placed in the hands of the treasurer four emblems of honor—the swastika, first honor for girls; the four-leaf clover, second honor for girls; the horseshoe, first honor for boys; and the rabbit-foot, second honor for boys. It is the duty of the treasurer to award these honors in chapel to any students who, in the opinion of the council, deserve them. The student who is fortunate in securing a favorable decision of the council is to be decorated for one whole day with an emblem of honor. The emblem is then to be returned to the keeping of the treasurer. Aside from the things mentioned above, the principal purpose of the student council is to afford a means of communication between the different classes of the school and to enable the student body to act in unison on any subject of general interest.

THE ALUMNI ASSOCIATION.

The loyal support of the members of the association has been one of the strongest forces for the upbuilding of the school. Immediately following the adjournment of

the first Senior Class on Commencement morning, 1909, this organization was made, and each succeeding graduating class has entered enthusiastically into the work. There are now 117 members. The annual business session is held in Little Rock during the meeting of the State Teachers' Association, and the alumni banquet, which was well attended, was one of the most pleasing features of our recent Commencement exercises. It has been the effort of each member of the association to keep in close touch with the interests of the school, and the president and faculty are always ready to assist in promoting the interests of those who have gone from the Normal School as graduates.

LYCEUM COURSE.

The educational institutions of Conway have contributed for the purpose of furnishing a strong Lyceum Course to their students. By this combination, they find it possible to secure much better attractions than can otherwise be obtained. Last year, the committee having the work in charge, spent more than a thousand dollars for the course of entertainments. Next year, there will be eight numbers on the course. Among these will be some of the greatest lecturers and musicians obtainable. The course follows:

The Killarney Girls and Rita Rich.—This is an organization of seven young ladies who give a varied program of Irish songs and impersonations.

Edward Amherst Ott.—Mr. Ott is known as "The Purposeful Orator." He has been with us two previous years, and the fact that he returns this year is sufficient evidence of his ability as a platform speaker.

The Four Artists.—As its name indicates, this organization is composed of men and women of high rank in the musical profession. They are people of character and attainment and their program will be of the highest type.

Senator Frank J. Cannon.—Senator Cannon was formerly U. S. Senator from Utah, elected through the influence of the Mormon Church. Later he renounced the Mormon religion because of his disbelief in polygamy. Since

then he has been making a steady fight against Mormonism. His articles in Everybody's Magazine attracted unusual attention all over the country. He is a strong man and a strong speaker.

The Music Makers.—This is a quartet composed of four young men of unusual ability. They do quartet work and vocal solos, stories in verse and song, and give selections on the marimbaphone.

Dr. William Colledge.—Dr. Colledge is one of the world's greatest travelers. He has traveled in Europe and Asia, and he spent three years with Henry M. Stanley in Africa. He is editor-in-chief of the New Standard Encyclopedia, also editor of the "Technical World Magazine." He is author of "Interpretative Studies of Scottish Authors" and the "Beginnings of the Modern Drama."

William Rainey Bennett.—Dr. Bennett is a many-sided man. He is a fluent speaker who has a message of serious purport, but he intermingles much wit and humor with message.

The Raweis.—This is a party of three, natives of New Zealand. They are well educated and present a striking example of the effect of modern education on the savage. Their program will consist of lecture, story and song.

THE NORMAL ECHO.

This is a monthly magazine which was started by the students in the second year of the Normal's existence. Its purposes are to keep up and foster the Normal spirit, to give expression to the various school activities, to keep the alumni in touch with our various activities, and to encourage original thought and composition.

The Echo is edited and managed by a staff selected by the various societies and associations—literary, religious, social, and athletic. Our friends have been kind enough to assure us that every year from the first the Echo has continued to improve; we hope to keep up this record. We invite the Alumni Association to join us in this work and we shall be glad to give them space in every issue.

ORGANIZED PLAY.

The tendency now-a-days to strive for an all-round development of the child has led to the introduction into the schools of Folk Dancing, Calisthenics, and General Gymnastics. It forms a valuable part of the training of the teacher, and for this reason has been made a part of the work done in the State Normal School. The pupils in the training school will be encouraged to take part in these exercises, and the classes will be under the direction of the department of Music and Reading.

DISCIPLINE.

The reasonable supposition is that persons applying for admission into the State Normal are ladies and gentlemen, and every consideration will be shown them as such, until by their own act they shall forfeit the confidence reposed in them. Rules of government and regulations as to their general conduct will, of course, be necessary, yet the character of these will be such as should secure ready conformity thereto and active co-operation on the part of the student body in aiding in carrying out such requirements as may be deemed necessary.

Coercion does little toward development of will power. As the great aim of the teacher should be to enable the pupils to gain mastery over themselves, thus giving them that poise so indispensable to the well-rounded character, so the student in the Normal School is encouraged to cultivate that self-control which shall hold in check untoward tendencies and give full play to the exercise of those qualities that work for the highest good.

Since, as yet, there is no dormitory for young men, it is necessary that they secure board in private homes. The president and faculty endeavor to exercise such oversight as to the conduct and welfare of the students as is possible under these conditions. Students, however, are placed largely on their own responsibility and are expected to conduct themselves with becoming propriety.

The request is made of all into whose homes students are received that the president be notified at once of any

transgression of the well-established rules of society and home life to which their attention may be directed.

It is well understood that students should not take a very active part in society life, as such a course would assuredly impede their progress in their studies. A reasonable restriction is, therefore, thrown around students as to receiving and paying calls.

Those who receive boarders are expected to go to some trouble in arranging suitable accommodations for students; it is but reasonable then, that boarding places should not be changed without good cause, and in no case should this be done without first advising with the president. Neither should students leave town or be absent from school for any cause without notifying the proper authority and receiving permission to do so.

SECURING POSITIONS FOR GRADUATES.

Each year many applications are received from school boards for teachers who are graduates of the Normal School, and a list of those who desire positions is kept on file. Registration blanks will be furnished our graduates on application, and effort will be made to assist them in securing good positions.

In order that correct information may be had as to the whereabouts of our graduates, they are earnestly requested to notify the office at least once a year, preferably in the spring, as to their postoffice address at that time. Should change be made later, then information should be furnished us, in order that our files may be kept correct.

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Daily Program for 1913-14—Continued

SUBJECT.

TERMS AND DAYS PER WEEK.
(Numbers refer to courses as outlined in catalogue.)

History (England)	10 Mon., Wed., Fri.....	11 Mon., Wed., Fri.....	12 Mon., Wed., Fri.....
Latin (Virgil)	16 Tue., Thu., Fri.....	17 Tue., Thu., Fri.....	18 Tue., Thu., Fri.....
Drawing	1 Mon., Tue., Thu.....	2 Mon., Tue., Thu.....	3 Mon., Tue., Thu.....
Reading	1 Daily	1	1
Sewing	4	1	1
Fourth Period, 11:20—12:20.			
English	First Term.	Second Term.	Third Term.
Plane Geometry	13 Tue., Wed., Thu.....	14 Tue., Wed., Thu.....	15 Tue., Wed., Thu.....
Botany	7 Tue., Wed., Fri.....	8 Tue., Wed., Fri.....	9 Tue., Wed., Fri.....
History (West. Europe)	10 Wed., Fri.—3 Hrs. Lab.	11 Wed., Fri.—3 Hrs. Lab.	12 Wed., Fri.—3 Hrs. Lab.
Algebra	7 Mon., Tue., Thu.....	8 Mon., Tue., Thu.....	9 Mon., Tue., Thu.....
Drawing	3 Daily	4 Mon., Wed., Fri.....	5 Mon., Wed., Fri.....
Penmanship	1 Mon., Wed., Fri.....	2 Mon., Wed., Fri.....	3 Mon., Wed., Fri.....
Music	Tue., Thu.....	Tue., Thu.....	Tue., Thu.....
Cooking	Time to be announced.....	Time to be announced.....	Time to be announced.....
Fifth Period, 1:20—2:20 P. M.			
Education	First Term.	Second Term.	Third Term.
History (West. Europe)	13 Mon., Thu., Fri.....	14 Mon., Thu., Fri.....	15 Mon., Thu., Fri.....
History (Greece)	7 Tue., Thu., Fri.....	3 Tue., Thu., Fri.....	9 Tue., Thu., Fri.....
History (Rome)	13 Tue., Wed., Fri.....	14 Tue., Wed., Fri.....	6 Daily
Latin (Cicero)	4 Daily	5 Daily	15 Tue., Wed., Fri.....
English (Comp.-Rhet.)	7 Tue., Wed., Fri.....	8 Tue., Wed., Fri.....	6 Daily
English (American Lit.)	1 Daily	2 Daily	9 Tue., Wed., Fri.....
Arithmetic	1 Daily	2 Daily	3 Daily
Algebra	2 Daily plus 2 Lab.....	6 Daily plus 2 Lab.....	6 Daily plus 2 Lab.....
General Science	4 Daily plus 2 Lab.....	3 Daily plus 2 Lab.....	4 Daily plus 2 Lab.....
Agriculture	3 Mon., Thu.....	4 Mon., Thu.....	5 Mon., Thu.....
Music	3 Mon., Thu.....	4 Mon., Thu.....	5 Mon., Thu.....

Daily Program for 1913-14—Continued

SUBJECT.	TERMS AND DAYS PER WEEK. (Numbers refer to courses as outlined in catalogue.)					
	First Term.		Second Term.		Third Term.	
Sixth Period, 2:30—3:30 P. M.						
English	13 Mon., Wed., Thu.	14 Mon., Wed., Fri.	14 Mon., Wed., Fri.	15 Mon., Wed., Fri.	15 Mon., Wed., Fri.	15 Mon., Wed., Fri.
Chemistry	20 Tue., Thu. —3 Hrs. Lab.	21 Tue., Thu. —3 Hrs. Lab.	21 Tue., Thu. —3 Hrs. Lab.	22 Tue., Thu. —3 Hrs. Lab.	22 Tue., Thu. —3 Hrs. Lab.	22 Tue., Thu. —3 Hrs. Lab.
General Science	1 Tue., Wed., Fri. —3 Hrs. Lab.	2 Tue., Wed., Fri. —4 Hrs. Lab.	2 Tue., Wed., Fri. —4 Hrs. Lab.	3 Tue., Wed., Fri. —4 Hrs. Lab.	3 Tue., Wed., Fri. —4 Hrs. Lab.	3 Tue., Wed., Fri. —4 Hrs. Lab.
Agriculture	13 Mon., Wed., Fri.	14 Mon., Wed., Fri.	14 Mon., Wed., Fri.	15 Mon., Wed., Fri.	15 Mon., Wed., Fri.	15 Mon., Wed., Fri.
Mathematics	10 Mon., Tue., Thu.	11 Mon., Tue., Thu.	11 Mon., Tue., Thu.	12 Mon., Tue., Thu.	12 Mon., Tue., Thu.	12 Mon., Tue., Thu.
Advanced Algebra	7 Mon., Tue., Wed., Thu.	8 Mon., Tue., Wed., Thu.	8 Mon., Tue., Wed., Thu.	9 Mon., Tue., Wed., Thu.	9 Mon., Tue., Wed., Thu.	9 Mon., Tue., Wed., Thu.
Latin (Beginners)	10 —Three Days	11 —Three Days	11 —Three Days	12 —Three Days	12 —Three Days	12 —Three Days
Advanced Drawing	Three Days	Three Days	Three Days	Three Days	Three Days	Three Days
Sewing	Three Days	Three Days	Three Days	Three Days	Three Days	Three Days
Seventh Period, 3:20 to 4:20						
History (Method)	16 Tue., Wed., Thu.	17 Tue., Wed., Thu.	17 Tue., Wed., Thu.	18 Tue., Wed., Thu.	18 Tue., Wed., Thu.	18 Tue., Wed., Thu.
English	10 Mon., Tue., Fri.	11 Mon., Tue., Fri.	11 Mon., Tue., Fri.	12 Mon., Tue., Fri.	12 Mon., Tue., Fri.	12 Mon., Tue., Fri.
English (English Lit.)	4 Daily	5 Daily	5 Daily	6 Daily	6 Daily	6 Daily
English (Comp.-Rhet.)	7 Mon., Thu., Fri.	8 Mon., Thu., Fri.	8 Mon., Thu., Fri.	9 Mon., Thu., Fri.	9 Mon., Thu., Fri.	9 Mon., Thu., Fri.
Plane Geometry	1 M. & Th. or T. & W.	2 M. & Th. or T. & W.	2 M. & Th. or T. & W.	3 M. & Th. or T. & W.	3 M. & Th. or T. & W.	3 M. & Th. or T. & W.
General Science Lab.	10 Tue., Wed. —3 Hrs. Lab.	11 Tue., Wed. —3 Hrs. Lab.	11 Tue., Wed. —3 Hrs. Lab.	12 Tue., Wed. —3 Hrs. Lab.	12 Tue., Wed. —3 Hrs. Lab.	12 Tue., Wed. —3 Hrs. Lab.
Advanced Agriculture	19 Mon., Wed., Fri.	20 Mon., Wed., Fri.	20 Mon., Wed., Fri.	21 Mon., Wed., Fri.	21 Mon., Wed., Fri.	21 Mon., Wed., Fri.
Latin	Mon., Wed.	Mon., Wed.	Mon., Wed.	Mon., Wed.	Mon., Wed.	Mon., Wed.
Cooking (to 4:30)	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.
Sewing	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.	Tue., Thu., Fri.

The above is the program as it will appear at the beginning of the first term. New classes will be announced for the second and third terms, but all provided for in the above program will be maintained. Some classes in advanced subjects are not provided for, and will be arranged at the opening of the term.

Requirements for Graduation*

For graduation all students must satisfy the following requirements:

(1) For entrance they must have completed the common school course.

(2) They must have completed the Rural School Course, or its equivalent, as follows:

Reading, one term.

English Grammar, two terms.

Composition-Rhetoric, three terms.

Arithmetic, two terms.

Algebra, three terms.

U. S. History, two terms.

Ancient History, two terms.

General Science (with laboratory), two terms.

Physiology and Hygiene (with laboratory), one term.

Agriculture (with laboratory), two terms.

Geography, one term.

Pedagogy, three terms.

Rural Economics, one term.

Music, three terms.

Drawing, three terms.

(3) They must have earned sixty credits in the regular Normal Course, apportioned as follows:

English	9 Credits
Education, including practice teaching.....	9 Credits
History	6 Credits
Mathematics	6 Credits
Science	6 Credits
Agriculture or Home Economics.....	3 Credits
Civics	1 Credit
Elective	20 Credits

*Students who entered the State Normal School previous to June, 1913, may graduate under the course of study in effect then, if they remain in school and receive their diploma on or before the June commencement, 1916.

A "credit" is the value given for the satisfactory completion of a course of three hours per week continuing one term.

If a student is deficient in any subject required in the Rural School Course, he must make up such deficiency before he will be permitted to take advanced work in that subject. Students entering from high schools where drawing, music, etc., are not required must, as early as possible in the regular Normal Course, satisfy these requirements of the Rural School Course.

All students must, not later than the beginning of the Sophomore year, choose a major subject in which at least thirteen credits will be required. If English is selected as a major, fifteen credits will be required. Departments in which a major subject may be taken are: English, History, Latin, Mathematics, Science. Electives may be offered from the following groups of subjects:

GROUP I. Education, English, History, Latin, Mathematics, Science, Agriculture.

GROUP II. Music (2), Reading (1), Drawing (2), Home Economics (3).

The twenty elective credits must be distributed as follows:

(1) Enough additional work must be offered in a single department to satisfy the requirements of a major.

(2) The remaining credits must be selected according to a rational plan in groups I and II, with not more than six credits in group II, and not more in any one subject of group II than the number indicated in parentheses following. The grouping of electives is subject to the approval of the head of the department in which the student selects his major subject.

(3) Less than a complete course in any subject will not be accepted for credit.

For convenience the requirements mentioned above are outlined below by years:

TABULATION OF COURSES.

RURAL SCHOOL COURSE.

Program by Years and Terms

FIRST YEAR

FIRST TERM.

1 Reading	5
1 Gen. Science	5
1 Arithmetic	5
1 U. S. History....	5
1 Drawing	3
Penmanship	2

SECOND TERM.

2 Gram. & Comp..	5
2 Gen. Science	5
2 Arithmetic	5
2 U. S. History....	5
2 Drawing	3
Penmanship	2

THIRD TERM.

3 Gram. & Comp..	5
3 Agriculture	5
3 Algebra	5
3 Geography	5
3 Drawing	3
Penmanship	2

SECOND YEAR

FIRST TERM.

4 Comp. & Rhet...	5
4 Agriculture	5
4 Pedagogy	5
4 Algebra	3
4 Music	2

SECOND TERM.

5 Comp. & Rhet...	5
5 Rural Economics	3
5 Pedagogy	2
5 Ancient Hist....	5
5 Algebra	3
5 Music	2

THIRD TERM.

6 Comp. & Rhet...	5
6 Phys. & Hygiene	5
6 Pedagogy	3
6 Ancient Hist....	5
6 Music	2

The numbers preceding the subjects refer to the descriptions of these courses which following under Departments of Instruction.

The above program applies to students who enter in the fall term and remain regular throughout the course. New classes are organized each term and students may enter at any time, preferably at the opening of each term. When the work is taken irregularly it must follow the order given above as nearly as possible.

NORMAL COURSE.

PROGRAM BY YEARS.

FIRST YEAR.

	Credits
English (7, 8, 9).....	3
History (7, 8, 9).....	3
Plane Geometry (7, 8, 9)....	3
Animal Biology	3
Latin (7, 8, 9) or	
Elective	3
	<hr/>
	15

THIRD YEAR.

	Credits
English (13, 14, 15).....	3
Education (13, 14, 15).....	3
History (13, 14, 15).....	3
Physics (16, 17, 18).....	3
Elective	3
	<hr/>
	15

SECOND YEAR.		FOURTH YEAR.	
	Credits		Credits
English (10, 11, 12).....	3	Education (16, 17, 18)	
Education (10, 11, 12).....	3	(Practice teaching)	3
Mathematics (10, 11, 12)....	3	Civics	1
*Agriculture (10, 11, 12)....	3	Elective	11
Elective	3		<hr/>
	<hr/>		15
	15		

The numbers in parentheses following each subject refer to the descriptions of these courses.

Students in the Normal Course are expected to carry fifteen hours per week. No student may drop work or take additional work except by consent of the classification committee. In rare cases a maximum of eighteen hours per week may be taken.

REGISTRATION.

All students are required to register with the secretary and receive a card to the Classification Committee, who will then classify. Students will be admitted to classes only when they have been properly classified and their registration card signed.

A student once placed in a class will not be permitted to change except by consent of the teacher in charge, and the Classification Committee.

*When a student has taken the Elementary Agriculture (3 and 4) at the Normal, an equivalent number of credits in Home Economics may be substituted.

Departments of Instruction

Education	Natural Science
English	Agriculture
Latin	Drawing
History	Music and Reading
Mathematics	Home Economics

In the following pages a more detailed outline of the content of each course is given. Each term's work is designed by a number preceding the course. Thus when the numbers are grouped together, the course continues three terms—throughout the year. The number in parentheses following the title of each course refers to the number of recitations per week. When two numbers are given within these parentheses (2-3), the first number indicates the number of recitations, and the second the number of laboratory periods per week. The amount of credit allowed for each course is given at the close of each outline. Courses bearing numbers 1-6 are required of all students in the Rural School Course. Subjects taken regularly in the Normal Course bear numbers higher than six.

DEPARTMENT OF EDUCATION.

MR. DENNEY.

4. *Elementary Psychology.* (5) This course is intended to serve as an introduction to the problems and the nomenclature peculiar to the pedagogy work. Many illustrations will be drawn from the school work and from life at large to show that the teacher must develop both the mental and physical sides of the child. The work will cover the ground as outlined in a typical elementary textbook. Required. Fall term, five hours per week. One credit.

5. *Management.* (2) This course deals with the im-

mediate problems that confront the teacher in the class room. The aim is so to present the principles underlying management that the teacher may gain power in the art of governing. This will include a discussion of rules, punishments, incentives, programs, standards of conduct, conditions of easy control, school-room decoration, ventilation, etc. Required. Winter term, two hours per week. One credit.

6. *Rural School Method.* (3) This class will be organized during the spring term. A thorough discussion will be made of the principles underlying the work in rural schools. The class will be of special interest to students who do not intend to complete the entire course in pedagogy. Required. Spring term, three hours per week. One credit.

10. *General Psychology.* This course includes a study of the nervous system, its structure, function, and significance as a basis for the study of mental phenomena, followed by a study of mental phenomena directly interesting to the teacher, such as: sensation, perception, conception, memory, imagination, emotion, volition, etc. The general purpose of the course is to lay a foundation for the courses in method. Angell's *Psychology* is used as a text. Fall term, three hours per week. One credit.

11. *General Method.* (3). This course is a continuation of the work in psychology and will consider such topics as: aims in education, relative values of studies, interest and will, formal discipline, apperception, correlation, formal steps, attention, induction and deduction, etc. General psychology is a prerequisite to this course. Bagley's *Educative Process* and McMurrey's *Method of the Recitation* are used as texts. Winter term, three hours per week. One credit.

12. *Special Method.* (3) This course is a continuation of the course in general method and will attempt to apply the principles of general method to each of the common school subjects. A study of the plans, devices, etc., peculiar to each of the subjects will be made in so far as time will permit. This course will serve as a preparation for the teaching in the training school. The various state courses of study, books on special method, and

pedagogical journals are used as texts. Spring term, three hours a week. One credit.

13. *History of Education*. (3) The courses in History of Education are an extensive study of tendencies, reforms, new movements, and reformers, designed to give the student a better understanding and appreciation of the present educational conditions. Course 13 includes a study of Chinese, Grecian, and Roman educational systems, the rise and educational influence of Christianity, monasticism, the Universities, the Renaissance, etc. Monroe's *History of Education* will be used as a text. Fall term, three times per week. One credit.

14. *History of Education*. (3) This course deals with the rise and development of modern educational systems. The writings of Herbart, Rousseau, Pestalozzi, Mann, Froebel, Spencer and Harris will be read as far as time will permit. Winter term, three hours per week. One credit.

15. *School Administration*. (3) This course deals with the problems met in the organization and control of the schools found in the smaller towns and villages of the State. In so far as time permits thorough study is made of classification and grading of pupils, courses of study and grading of schools, examinations and promotions, selection of text-books, inspection of work in classes, records, reports, school finance, the school and the public. Perry's *Management of a City School* will be used as a text. Spring term, three hours per week. One credit.

19. *Principles of Education*. This course will attempt a discussion of the psychological and sociological principles underlying a few of the leading educational questions of the day. Assigned reading.

20. *High School Administration*. This course will include a study of the origin and history of the high school, courses of study, correlation with the grades and with the college, social and psychological phases of the student life, programs, elective studies, types of secondary schools, and the general method of instruction best suited to students of this age.

21. *Play*. This course deals with the psychological and the physiological values of play on the one hand, and

the influence of organized play in school management on the other. Games suitable for each of the grades will be worked out, learned, and demonstrated by the class. Lecture one hour per week during each term and laboratory work on athletic field two days per week after school.

DEPARTMENT OF ENGLISH.

MR. MEADORS.

MISS WALDRAN

MISS VAUGHAN.

The work of this department aims to awaken in the student a desire for self-government. It seeks to quicken his interest in the mother tongue, to familiarize him with the structure of the English language, and to lead him into a fuller appreciation of it as a means to culture and to success in any walk of life.

In a more specific sense, it seeks to broaden and enrich the student's vocabulary, and to aid him in recognizing and using the correct grammatical and idiomatic forms. It encourages him in practicing the sentence as the unit of expression of thought, and the paragraph as the briefest unit of discourse. It seeks also to develop in him a discriminating taste for the best in literature through much reading and discussion regarding its forms and content.

The fact that teachers are being prepared for the public schools, is kept constantly in mind. It is important that the prospective teacher see in every lesson a model. Besides this daily attention to method, a special method course in language work, grammar, and composition, for the grades above the second, is required of all seniors. A similar course in rhetoric and literature is required of those electing English as their major.

2-3. *Grammar and Composition.* (5) This course is given to prepare the student for the study of rhetoric, and to furnish opportunity for review to those seeking to prepare for teachers' examinations. New classes organized each term.

In connection with this course oral composition is

stressed, with daily exercises in sentence writing. In oral work the stress at first is upon the telling of the story. This of itself is an incentive to correct language habit, and aids in overcoming timidity, and in helping the student to "think on his feet." Two terms. Five periods a week. required. MISS VAUGHN.

4-5-6. *Composition-Rhetoric*. (5) It is the purpose of this course to give the student a working knowledge of the principles of rhetoric. The emphasis is upon daily class exercises. The paragraph is practiced as the briefest unit possessing the qualities of the whole theme. Short themes are assigned occasionally. Three terms. Five periods per week. Required.

MR. MEADORS, MISS WALDRON AND MISS VAUGHAN.

7. *Theme Writing*. (3) This course is intended to aid the student, who has completed the course of the Freshman year, in acquiring greater facility of expression through additional practice in writing in the four forms of discourse. Theoretical rhetoric will give place to practical composition. Daily class exercises with one longer theme each week. Required of all students who cannot pass a satisfactory examination on the equivalent of the work done here. Fall term, three periods a week. One credit. MISS WALDRAN.

8-9. *American Literature*. (3) A consideration of the social and intellectual forces in American life and history as they have found expression in our representative literature. Halleck's *American Literature* will be used as basis for discussion, and special attention will be given to New England and Southern authors. A number of classics will be carefully studied and much outside reading will be required. Two terms, three periods. Two credits.

MISS WALDRAN.

10-11-12. *English Literature*. (3) A study of the history of the periods and the biography of representative men of letters from Chaucer to Tennyson. The first term will include the study from Chaucer to Shakespeare; the second term, from Milton to Johnson; the third term, from Wordsworth to Tennyson. Much reading, in and out of class, will be required to acquaint the student with the characteristics of both writer and period. Macbeth, Mil-

ton's Minor Poems, Macaulay's Life of Johnson, and Carlye's Essay on Burns will be studied in class in the term in which each belongs. Three periods a week. Three credits.

MR. MEADORS AND MISS WALDRAN.

13-14. *Advanced Rhetoric*. (3) Abundant drill in planning, outlining and writing themes in the four forms of discourse, with the stress upon exposition and argument. As a basis for this work a prose reading course is carried on with it. Models for the four forms are studied in class. Though the higher qualities of style are sought, they are subordinated to those of clearness and force. Two terms. Three periods per week. Two credits.

MR. MEADORS.

15. *The English Drama*. (3) The rise and decline of the drama, its technique. Early miracle and morality plays assigned for class and outside reading. As wide a reading and study of Shakespeare as time will admit. One term. One credit.

MR. MEADORS.

16. *Methods in Elementary English*. (3) It is the purpose of this course to furnish helpful suggestions and material in language work and grammar, suited to all the grades above the second. Method and matter are presented together as far as possible. The relationship of English to other branches; how to make the other branches contribute to the teaching of language; problems in language study; etc., are discussed in class. Required of all seniors, but are open to all who have had the equivalent of our elementary course. One term. Three periods per week. One credit.

MR. MEADORS.

17. *English Masterpieces*. (3) The opportunity for wide reading of our best English prose is afforded by this course. Stevenson, Macaulay, Lamb, DeQuincey, Thackeray, Burke, and Carlyle will be studied in class. Assignments for outside reading for reports. A written theme every two weeks. Three periods per week. One credit.

MR. MEADORS.

18. *American Prose*. (3) This course offers an opportunity for studying different types of American prose. The essay, narrative and descriptive (Irving); the essay, meditative and philosophical (Emerson); the short story (Poe and Hawthorne); the oration (Webster and Lincoln). One term. Three periods a week. One credit.

MISS WALDRAN.

19. *Argumentation.* (3) This course is offered to those who desire special training for public speaking. The principles of argumentation, forms of argument and oratory, briefs, debates, and orations. One term. Three periods a week. One credit.

20. *Method in High School English.* (3) This course is required of all those who elect English as their major. Open to others by permission. The work covers advanced grammar, rhetoric, and literature. Lesson plans; outlines for the study of College Entrance Requirements in English; suggestions for note-book work and book reports. Discussions in class and reports on outside reading on the various phases of the history of the teaching of English. One term. Three periods per week. One credit.

MR. MEADORS.

RURAL SCHOOL COURSE.

<i>Required Readings for Class Work.</i>	<i>Parallel Readings for Book Reports.</i>
Selections Hawthorne, Irving and Addison	Ivanhoe
Old Testament Narratives	Treasure Island
Franklin's Autobiography	Silas Marner
Lady of the Lake	
Merchant of Venice	

FRESHMAN.

Short Stories, selected	House of Seven Gables
Essays, selected	Scarlet Letter
Washington's Farewell Address	Last of Mohicans or Spy
Webster's Bunker Hill Oration	A recent Novel, selected
Julius Caesar	

SOPHOMORE.

Macbeth	Vicar of Wakefield
Milton's Minor Poems	Tale of Two Cities
Macaulay's Life of Johnson	Mill on the Floss
Carlyle's Essay on Burns	

JUNIOR.

Selections from Macaulay,	Last Days of Pompeii
Burke, Lamb, DeQuincey,	David Copperfield
Stevenson, Carlyle	Quentin Durward
	Adam Bede
	A recent Novel, selected

JUNIOR.

As the work for this year is largely elective, greater liberty in the selection of outside reading will be permitted. Special assignments of readings will be given, conforming as far as possible to the class work.

DEPARTMENT OF LATIN.

MR. CUBAGE.

7. *Beginners' Latin.* (4) First thirty lessons D'Ooge's Latin for Beginners. Careful drill on pronunciation, forms and vocabularies. First term. Four hours per week. One credit.

8. *Beginners' Latin.* (4) Continuation of 7. From lesson thirty-one to sixty-one. Special attention to adjectives, irregular verbs, and other forms. Second term. Four hours per week. One credit.

9. *Beginners' Latin.* (4) Continuation of 8. Study of moods. Exercises in translating English into Latin. Selected Latin Readings. Careful study of all forms and constructions found in these extracts. Third term. Four hours per week. One credit.

10. *Caesar.* Book II. (3) Review pronunciation and Latin forms. Study of uses of cases, moods, indirect discourse, etc. Text: Allen and Greenough. Daily work in Latin Grammar. Three hours per week. First term. One credit.

11. *Caesar.* Book I. (3) Continuation of reading. Much attention given to construction. Composition. Second term. Three hours per week. One credit.

12. *Caesar.* Books III and IV. (3) Continuation of 11. Composition continued. Construction stressed. Much sight reading. Third term. Three hours per week. One credit.

13. *Cicero*. (3) First Oration against Catiline. A hasty review of forms. Much attention to construction, with special attention to the cases. Daily work in Latin Grammar. Three hours per week. First term. One credit.

14. *Cicero*. (3) Continuation of 13. Second and Third Orations against Catiline. Grammar and construction work, with special attention to mood. Composition. Second term. Three hours per week. One credit.

15. *Cicero*. (3) Continuation of 14. Fourth Oration against Catiline; the Poet Archias; review principles of syntax. Composition continued. Much sight reading. Third term. Three hours per week. One credit.

16. *Virgil*. Book I. (3) Forms and constructions studied. Attention to quality, rythm, and versification. Attention to Mythology. Text: Greenough and Kittridge. First term. Three hours per week. One credit.

17. *Virgil*. Book II. (3) Continuation of 16. Careful reading. Scansion. Mythology. Second term. Three hours per week. One credit.

18. *Virgil*. Books III, IV and V. (3) Continuation of 17. Much sight reading. Mythology continued. Papers prepared on assigned topics. Third term. Three hours per week. One credit.

19. *Methods in Latin*. (3) This course embodies a review of courses 7-8-9, together with a study of methods of teaching those courses. This course has been organized because of the realization of the fact that most of the troubles arising in the study and teaching of Latin may be traced to lack of thoroughness in the first year's work. Required of all who seek credit in Latin. One credit. Three hours per week for one term. Repeated for each term, if not fewer than five students apply.

20. *Mythology*. (3) This course is given for the purpose of encouraging a greater appreciation of history, literature and art, and of studying the influence of Grecian and Roman Mythology on these subjects. Given only when the demand for course 19 is insufficient to justify the organization of a class. Three hours per week for one term. One credit.

Parallel readings on related history will be required of all students in each course.

DEPARTMENT OF HISTORY.

1-2. *American History and Government.* (5) The first term's work of this course includes a study of the European background of American history, the colonial period, and the separation of the colonies from the mother country. Emphasis is placed on the experiments of the states in forming a union and the nature of the government finally set up.

The work of the second term covers such topics as the rise of parties, the spread of democracy, the extension of territory, the slavery controversy, Civil War and reconstruction, and the period of national development. Much attention is given to the study of current events, and to map and note-book work. Required of students in the Rural School Course, who have not had the equivalent. Text: Woodburn and Moran's *American History and Government*. Fall and winter term; a more rapid review in the spring and summer terms. Five hours per week.

MR. WOMACK.

5. *Greek History.* (5) This course is prefaced by a brief survey of the contributions of Oriental nations to world civilization. In Greek history emphasis will be placed on the character of the people, the geographic influence on Greek character, institutional life, the achievements of the Greeks in art, literature and science and the spread of Greek culture by Alexander's conquests. Considerable source material is used and much attention given to biography. Required in the Rural School Course.

MR. STEPHENSON.

6. *Roman History.* (5) Very little time will be given to regal Rome. The geography of Italy contrasted with that of Greece and its influence on Roman history noted. Other topics of importance are: the struggle of the plebeians, territorial expansion, colonial policy, causes of the decline of the Republic and the establishment of the Empire, the beginnings of Christianity, the political organization of the Empire, the barbarian invasions, and the

fall of the Western Empire. Considerable map work and collateral reading. Required in the Rural School Course. Spring term.

MR. STEPHENSON.

7. *European History, medieval period.* (3) In this course the history of Europe from the Germanic invasions to the beginning of the fourteenth century will be covered. A few of the more important topics are: the Rise of the Papacy, Charlemagne's Empire, Feudalism, the development of England and France, conflict between the church and the Empire, and the crusades. Fall term. One credit.

MR. WOMACK.

8. *European History, later medieval and early modern period.* (3) A continuation of course 7. This term's work includes a study of medieval culture, the movement for reform, the Renaissance, the Protestant Revolt, the Catholic Reformation, and the religious wars. It closes with the Treaty of Westphalia. Map and reference work as above. Winter term. One credit.

MR. WOMACK.

9. *European History, later modern period.* (3) A continuation of course 8. The constitutional development and territorial expansion of England, absolutism in France, the rise of Prussia and Russia, the French Revolution, the work of Napoleon, and the unification of Italy and Germany are some of the topics considered. Spring term. One credit.

MR. WOMACK.

Note—Courses 7-8-9 constitute the work of the Freshman Year in history. Each student should have Robinson's History of Western Europe and Robinson's Readings as texts. Much collateral reading and note taking required and several maps prepared.

10. *English History to 1337.* (3) The first term's work in English History covers the period from the earliest times to the beginning of the Hundred Years' War. It includes a study of the race characteristics of the people who later became the people of the English nation, a study of the development of their institutions and of the effect of the geography of the island on their manners and customs. The problems underlying the founding of English national unity and the evolution of England as a nation will be given due consideration. The greater part of the refer-

ence work in this and the two succeeding terms will be given that a broader knowledge of the more important economic, social, political, and religious changes may be obtained. Fall term. One credit. MR. STEPHENSON.

11. *English History 1337-1698.* (3) English social problems of this period will receive but scant attention. The religious, economic and political questions, however, with the effect of their internal and international complications will be studied with a great degree of care. English territorial expansion, particularly England's western expansion, will be considered from the standpoints of both English and American history. More reference work will be required in this term than in the preceding term. Winter term. One credit. MR. STEPHENSON.

12. *English History 1689 to the present.* (3) The work of the third term includes a review of the circumstances that called into being the principal English constitutional doctrines and a comparison of their principles with those found in the constitution of the United States. Congressional, judicial and executive practices in the government of the United States compared with those in English government, and further studies in the development of English institutions will be made. Spring term. One credit. MR. STEPHENSON.

Courses 10-11-12 elective. Texts: Cheyney's Short History of England and Cheyney's Readings in English History.

13. *Advanced American History 1750-1815.* (3) While this course properly begins with the causes of the separation of the colonies from England, a brief survey of colonial history will first be given by way of introduction. Particular attention will be given to the causes of the American Revolution, a growth of the idea of union, the "critical period," the making of the constitution, and the rise of parties in the new republic. Frequent reference to the works of Fiske, Walker, McMaster, Bassett, and others. Courses 13-14-15 required of all students. Open to juniors and seniors only. Text: Muzzey's American History. Fall term. One credit. MR. WOMACK.

14. *Advanced American History 1815-1865.* (3) A continuation of course 13. It deals with the growth of sec-

tional interests and traces the connection between our westward expansion and the institution of slavery. The library is well supplied with standard reference books dealing with this period and much collateral reading is required. Winter term. One credit. MR. WOMACK.

15. *Advanced American History 1865-1913* (3) This course deals with the social, political and economic readjustments since the Civil War. The beginnings of present day problems noted. In the reconstruction period special attention will be paid to reconstruction in Arkansas. Considerable time given to special reports on questions of current interest. Spring term. One credit. MR. WOMACK.

16-17-18. *History of Modern Europe..* (3) A study of modern European history from the beginning of the French Revolution to the present. Texts: Robinson's and Beard's *Development of Modern Europe*, volumes 1 and 2. Not offered in 1913-1914. Elective. Three credits.

19. *Teaching of History.* (3) A study of the aims and methods of history teaching with special reference to the work of the grammar grades. Much attention given to the telling of stories. Lesson plans required. The problem of emphasis and omission and the place of collateral reading in the history course discussed. Students will examine a number of text-books with a view to finding what are the marks of a good book for class use. The discussions will be based on McMurry's *Special Method in History*, the *Teacher's Magazine*. Offered during the term when there is the greatest demand. Required of seniors making history their major. One credit. MR. WOMACK.

20. *Civics.* (3) This course deals with the organization and actual workings of national, state and local government in the United States. Stress is laid on the way government is carried on today rather than on the theories of a century ago as to how it ought to be carried on. Each student is required to keep himself informed on current questions, and encouraged to cultivate the habit of keeping up with his own times. Required of all students. Open to juniors and seniors. Text: *Garner's Government in the United States*. One credit.

DEPARTMENT OF MATHEMATICS.

MR. BRENNAN.
MISS MACDONALD.

1-2- *Arithmetic*. (5) This will be a review and extension of work already done; the investigation and development of arithmetical formulas, and the solution of problems by their means. The subject will be presented in its relation to other subjects of mathematics and science. Five hours a week. Required in the Rural School Course. Two terms. MR. BRENNAN.

3-4-5. *A First Course in Algebra*. (5) and (3) One year's work to the close of Quadratic Equations. Five hours a week the first term, three hours the second and third terms. Required in the Rural School Course.

MR. BRENNAN, MISS MACDONALD.

7-8-9. *Plane Geometry*. (3) The usual five books, with originals. Courses 3-4-5, or their equivalent prerequisite. Three hours per week. Three credits. Text: Wentworth-Smith. MISS MACDONALD.

10-11-12. *Advanced Algebra*. (3) Course 10 will be a review and broadening of courses 3-4-5. Courses 11 and 12, "Quadratics and beyond"; permutations and combinations, complex numbers, theory of Equations, determinants, partial fractions, logarithms, continued fractions, inequalities, variation, probability, scales of notation. Required of all candidates for graduation. Three hours a week throughout the year. Text to be selected. Three credits. MISS MACDONALD.

13. *Solid Geometry*. One term of thirteen weeks. Three hours per week. Text: Wentworth-Smith. Elective. One credit. MR. BRENNAN.

14,15. *Plane Trigonometry*. Two terms. Three times a week. Text: Granville. Elective. Two credits.

MR. BRENNAN.

16-17-18. *Analytical Geometry*. (3) One full year's course. Three hours per week. Elective. Three Courses. Text to be selected. Three credits.

MR. BRENNAN, MISS MACDONALD.

DEPARTMENT OF NATURAL SCIENCE.

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1-2. *General Science.* 3-4) This course includes experiments of an elementary character, intended to familiarize the student with a series of natural phenomena and their explanation, to teach him how to devise and manipulate simple apparatus, and to keep an intelligent record of the same. Such fundamental topics as have a practical bearing on agriculture are emphasized. It also gives a thorough preparation for all subsequent science work, and affords a practical training for teachers. The experiments are performed by the students themselves, with only the most difficult demonstrations by the instructor. Assignments for recitations are made from a text (to be announced later), and from a list of elementary text-books in the library. This course is required of all students and is pre-requisite to the other science courses and to agriculture. Three recitations and four hours laboratory work per week.

MR. BUCHHOLZ.

3. *Geography.* (5) Commercial Geography, as related to conditions prevailing among the nations of the earth will be made prominent. The influence of location, climate, social conditions, and trade facilities, the study of areas of production, means of transportation, and adaptability to manufacturing enterprises will also be considered. This naturally leads to a study of industrial phases, labor questions and economic problems; hence the aim of the course will be to present this subject in such way as to furnish the students with such material as will enable them to vitalize geography and train them into the habit of observing, comparing, and judging as to the means at hand for "possessing the earth" in its highest and best sense. Required in Rural School Course. Five hours per week.

6. *Physiology and Hygiene.* (3-4) The student entering upon this course is expected to have completed science 1 and 2 or the equivalent. A text-book is supplemented by laboratory work. Special topics are assigned on hygiene, involving questions such as insects and tuberculosis, sanitation of the home, of the schoolroom and

grounds, the hookworm campaign, etc. Recitations three times per week. Required in Rural School Course.

Note—This course should precede 7-8-9, or it should be taken not later than during the same term as course 7.

7-8-9. *Animal Biology*. 2-3) In this course a number of animal types are studied with emphasis on their physiology and life history. The phylogeny of animals forms a basis for the organization of the course, following a preliminary study of the arthropods. Attention is given to the economic importance of insects and parasites, also to the micro-organisms and ~~their~~ role in nature. Animal evolution, behavior, instinct, and kindred topics are emphasized. The study of vertebrates developed by a preliminary study of the amphioxus, followed by the fish, the frog, and the mammal. The student is required to keep a note-book covering the laboratory work. This consists of a series of drawings of the structures studied and records of the experiments performed. Students must furnish their own material for study. Such animals as can not be obtained readily when they are needed are supplied at a minimum cost, and every opportunity given for collecting the material in advance. Two recitations and three hours laboratory per week. Three credits. MR. BUCHHOLZ.

10-11-12. *Botany*. 2-3) The early part of the course is devoted to a thorough study of the biology of some plant taken as a type. This is followed by a structural study of types from the plant kingdom, beginning with the unicellular forms and developing the principles of classification. The higher plants are studied largely by analysis. In the spring and fall of the year field trips are taken for collecting and for study of ecology. The practical side of botany is emphasized throughout the course. Text for class work: Bergen and Caldwell's Practical Botany with laboratory work assigned from various manuals in the laboratory. Pre-requisite: 1 and 2 General Science. Two hours recitation and three hours laboratory per week. Three credits. MR. BUCHHOLZ.

13-14. *Physical Geography and Geology*. (3-1) In addition to the usual topics covered by a course in physiography, some time in the course is devoted to a study of the earth as a planet and its relation to the solar system.

The study of the physiographic processes is supplemented by demonstrations and field work. Some laboratory work is also done, including map studies of topography. Occasionally illustrated lectures are given on a series of connected topics bearing on physiography. Pre-requisite: 1 and 2 General Science, or the equivalent. Fall and winter term. Two credits.

15. *Historical Geology*. (2-3) This course follows the above course and is intended to give the student a general introduction to the earth's history. Some exercises on selected topics are assigned from the reports of the Arkansas Geological Survey. A typical collection of fossils in the laboratory is used to demonstrate the succession of life. The stratigraphy of this locality is studied on field trips. A notebook and some laboratory work is required. Spring term. One credit.

Note—Courses 13-14-15 will not be given in 1913-1914 unless not less than six apply.

16. *Physics*. (2-3) This portion of the course covers: measurement; mechanics of gases, liquids and solids; molecular motions; force and motion; molecular forces; expansion of solids, liquids and gases. Fall term. Two recitations per week, three laboratory periods. Pre-requisite: Algebra and Plane Geometry. One credit.

17. *Physics*. (2-3) A continuation of the above course covering the following subjects: work; heat and mechanical energy; transference of heat; magnetism; electricity. Two recitations, three laboratory periods per week. Pre-requisite: Algebra and Plane Geometry. One credit.

18. *Physics*. (2-3) The above course is concluded with the following subjects: electricity; sound; light; invisible radiations. A part of the time is devoted to a review of some of the year's work and to the solution of special assigned problems. Two recitations, three laboratory periods per week. Pre-requisite: Algebra and Plane Geometry. One credit.

19. *Laboratory Physics*. Students who have had a course in physics with laboratory work elsewhere, when such course is not equivalent to physics 16, 17, 18, may make up such deficiencies by satisfactorily performing the

experiments outlined in this course. Such students shall present the note-book showing the work covered in their former laboratory work, after which the list of laboratory exercises will be assigned. Pre-requisite: Algebra, Geometry, and a course in Physics. One to two credits.

20-21-22. *General Chemistry*. (2-3) Students taking this course are expected to have completed at least Physics 16 and 17. Two terms are devoted to a study of the general principles of chemistry giving special attention to the chemistry of industry. The work of solutions includes a thorough study of the theory of electrolytic dissociation and the formation of ions and the work is developed from this standpoint. Emphasis is also placed upon nomenclature. The problems accompanying the text are assigned regularly. The latter part of the spring term is devoted to a review of the year's work. The laboratory work here develops the fundamentals of qualitative analysis. Text: McPherson and Henderson. Recitations, two; laboratory, three periods per week. Pre-requisite: Physics 16 and 17 or the equivalent. Three credits.

23-24 *The Teaching of Biology*. (2-3) Laboratory technique receives considerable attention in the early part of this course. Methods of staining and mounting temporary and permanent microscopic slides are taught, with considerable practice work in this direction. Students are allowed to keep their slides when they pay for the materials used, and opportunity is given for making sets for botany, zoology and physiology. Some attention is given to the getting up of experiments, such as osmosis, plant and animal physiology demonstrations, and the like, methods of preserving material, collecting and mounting plants and insects. The equipment of a laboratory and the arrangement of its interior are also considered. Elementary text books in botany, zoology and physiology and the various methods of instruction are discussed. Pre-requisite: Animal Biology and Botany. Two credits.

MR. BUCHHOLZ.

25. *The Teaching of Physical Science*: (3-1) This is a course intended for those who expect to teach physics or elementary science in the high schools. The equipment and maintenance of a laboratory receives considerable at-

tention. Each student is required to select a list of apparatus to cover a given list of experiments, from the standpoint of economy and utility. The making of apparatus receives attention and various pieces of apparatus will be assigned to the members of the class for construction or repair. The various high school texts are considered as well as a discussion of the methods of conducting recitations, class demonstrations and laboratory work. Pre-requisite: Physics and Chemistry. One credit.

DEPARTMENT OF AGRICULTURE.

MR GENTRY.

Science 1 and 2. Science 1 and 2, or equivalent, are prerequisite to all courses in Agriculture except non-credit review courses. See under department of natural sciences.

3-4. *Agriculture.* (3-4) These courses consist of text-book work, reports, discussions, laboratory, field and greenhouse work covering in an elementary way such topics as, (1) soils; physical and chemical constitution, conservation of moisture, drainage, commercial and farm fertilizers, (2) farm crops; seed selections, local adaptation, culture, rotations, (3) vegetable gardening, fruits and fruit culture, plant diseases, (4) selection and care of farm animals, feeds and feeding, etc.

Three recitations and four hours laboratory, field and greenhouse work per week required. Course 3 will be given regularly in the fall term and course 4 in the spring term. Pre-requisites, Science 1 and 2, or equivalent. Required in Rural School Course.

5. *Rural Economics and Social Life.* (3) This is a non-technical course dealing with the problems arising from rural economic and social life. In addition to the conventional topics of rural economics—capital, investment, rent, credit, production, etc.—such topics as rural population, isolation, co-operation, purposeful organization, standard of living, rural sports and recreation, rural health, good roads, the school a community center, etc., will be discussed. The point of view is that of the pros-

pective rural teacher as a community leader. The material used throughout is concrete. Students get from this course, (1) ideas as to what a rural community should be, (2) methods of investigating and analyzing the social and economic conditions of a community, (3) concrete, workable plans for bringing about the organization and co-operation necessary for the accomplishment of desired results. Required in Rural School Course.

10. *Agronomy.* (3-2) This course covers in a much more intensive way than course 3 the work on soils and crops, going into details as to origin of agricultural soils, physical and chemical composition, control of soil water, methods of developing and conserving fertility, fertilizers, crop rotation, historical development of farm crops, plant breeding, local adaptation of farm crops, cultivation and harvesting, grain and fibre judging, etc. The work is illustrated by experiments and demonstrations on the school farm and in the laboratory. Numerous reports on outside reading and observation will be required of each student. Three recitation and two laboratory periods per week. Fall term. One credit.

11. *Animal Husbandry and Farm Management.* (3-2) This course includes a brief study of the historic development of the most used breeds of farm animals and a more extended study of present-day types. Livestock judging, feeds and feeding, dairying, stock-farm management, etc., will be discussed at length. Animals from the school farm and from the surrounding country will be secured for the study of types and for practice in judging.

Two or three recitations will be devoted to a discussion of the more salient problems in farm management, after which students will be asked to complete the work by handing in written reports on assigned readings and observation. Three recitation and two laboratory periods per week. Winter term. One credit.

12. *Agriculture and Horticulture.* (2-3) The course is begun with a study of plant propagation by seeds, cuttings, layering, budding, grafting and crossing. This is followed by a study of vegetable, school and ornamental gardening; orcharding, small fruits; fruit and garden soils; cold frames and hot-beds; greenhouse plants and

greenhouse management; plant diseases and insect pests and their control, etc. The school garden, greenhouse and orchard furnish ample material for laboratory work. Two recitation and three laboratory periods per week. Spring term. One credit.

Note—Courses 10, 11 and 12 constitute a year's work in agriculture. Each course is designed to be a unit in itself, hence the courses may be taken in any order.

More advanced elective courses in agriculture will be offered as soon as six or more students call for them.

DEPARTMENT OF DRAWING.

MISS BERNARD.

1. *Elementary Drawing.* (3) Elementary lessons in color and form. Blackboard sketching with special reference to illustration of grade work.

Elementary design for the purpose of teaching children to make objects of interest in connection with school work, such as booklets, folders, calendars and blotters. Three hours per week. Required in Rural School Course.

2. *Object Drawing.* (3) Blackboard sketching of object work in pencil, charcoal and other mediums to develop manual skill and sense of form. Three hours per week. Required in Rural School Course.

3. *Applied Drawing.* (3) Application of the various lines of work to public school conditions. Elementary clay modeling. Note-books, with examples of drawings in color, pencil, and various mediums used during the year, bound by students, with original designs for covers. Three hours per week. Required in Rural School Course.

The State Course of Study in Drawing for rural schools is used as basis for all the work done in this year's course.

7. *Advanced Drawing.* (3) Still life in charcoal and water color. Autumnal plants and flowers drawn in pencil and water color. Design and application. Action drawings. Picture study: first, second and third grades. Elective in Normal Course. Two-thirds credit.

8. *Advanced Drawing.* 3) Continuation of first

term's work. Picture study, fourth, fifth and sixth grades. Elective in Normal Course. Two-thirds credit.

9. *Special Methods in Drawing.* (3) A brief course in art history in connection with picture study, for seventh and eighth grades. Review and Normal Methods. Elective in Normal Course. Two-thirds credit.

DEPARTMENT OF MUSIC AND READING.

MISS HIBBARD.

READING.

Reading in the public school continues to be a subject for which we find few well-prepared and successful teachers, and yet all teachers in all grades of the public school are expected to teach this subject.

1. *Reading.* (5) In this course we aim first to teach the teacher to read intelligently with the proper interpretation, enunciation, articulation and pronunciation, showing the correlation of reading with all other subjects in the curriculum and also to give her a definite idea how to teach children to read.

The classes will be required to take up the school readers by grades and study them carefully, step by step, with proper emphasis on the correct position of body, breathing and placement of tone. Opportunity will be given for students in this course to work out these ideas practically by actual teaching of reading in the practice school. Required in Rural School Course. Five recitations per week. One term.

13-14-15. *Expression.* (1) This course is designed for those who are interested in expression as a fine art and have special inclination or talent in this line. Elective in Normal Course. One hour per week. Three terms. One credit.

MUSIC.

The study of music is assuming more importance in public and high schools of the state, and trained teachers are in demand. The system known as departmental work is being adopted in many schools where the teacher is ex-

pected to teach a certain grade and the music of the entire building.

This ability to teach music in connection with grade work will improve the candidate's chances of obtaining a position as well as higher remuneration. We are in accordance offering a well-defined course in public school methods, covering the eight grades of public school as well as specific work in specified grades.

4-5-6. *Rudiments of Music.* (2) In this course we aim to give the student a foundation of musical knowledge sufficient to enable him to teach this subject in the school-room. Voice placement, breathing, control of breath and body in singing. Scale building, reasons for sharps and flats. Introduction to the keyboard, ear training, chord writing and hearing minor scales taught independently and not in relation to major scales. Recognition of minor songs and songs with minor effects. Melody writing, study of intervals and individual sight singing. Required in Rural School Course. Three terms. Two recitations per week.

7-8-9. *Public School Music Methods.* (2) This course includes the following topics: purpose of public school music; correct position of the body; breathing exercises; the child voice-care and development; voice placing and training; relation between speaking and singing voice; notation; ear-training; rhythm vocalizing; beating time; sight reading; tone thinking; visualizing; individual singing; how to correct monotone; use of pitch pipe; general directions for daily use; rote songs—how to teach; song interpretation; part singing—how to secure results; organization of work throughout the grades; selection of songs; use of baton; seating of room or class; discipline; relation of teacher to the supervisor and superintendent, programs for special days; entertainments and commencement exercises. Opportunity will be given to teach the subject in the training school. Three terms. Two hours per week. One credit.

10-11-12. *Advanced Music.* (2) This course is arranged for students who have special talent in music and expect to conduct high school choruses and glee clubs.

Introduction to harmony, scale and melody writing,

chord reading, form and analysis, interval and two-part writing, triads, cadences, modulation, ear-training and dictation, chorus conducting, introducing the use of baton, management of high school choruses and glee clubs, simple choruses, anthems and cantatas will be sung.

Programs for entertainments and commencement exercises. A small amount of musical history will be given, illustrated by selections from prominent works, to encourage and foster the love of good music. Three terms. Two hours per week. One credit.

DEPARTMENT OF HOME ECONOMICS.

MISS RANDALL.

7. *Cooking*. (2) Study of bacteria, yeast and molds of food in general, as to their food values, composition, digestibility and methods of preparation. One-half credit.

9. *Cooking*. (2) Batters—object: acquaintance with kinds, as to consistency and composition gained by preparation and comparison.

Study of flours, kinds of wheat used, composition of flour determined by laboratory tests. Pre-requisite 7. One-half credit.

11. *Cooking*. (2) Planning of menus, preparation and service of formal and informal breakfasts. Preparation of new breakfast dishes, ices, canning of fruits, jelly. Pre-requisite 7. One-half credit.

13. *Cooking*. (2) Planning menus, preparation and service of luncheons and dinners. Preparation of new luncheon and dinner dishes, salads, bouillions, soups, etc. Canning of vegetables. Ice cream. Pre-requisite 11. One-half credit.

15. *Cooking*. (2) Doughs. Pastries. Food: processes by which it is made part of the body. Pre-requisite 9. One-half credit.

17. *Cooking*. (2) Economical problems of the school and household. Household hygiene. Cakes, deserts, fruit preserves. Pre-requisite 15. One-half credit.

8. *Sewing*. (3) Sewing apron, corset cover—drafted and made. During the making of these garments the

different stitches and seams are taken up and methods of teaching them to children discussed. Christmas novelties. Three hours per week. One-half credit.

10. *Sewing*. (3) Underskirts—drafted and made. Drawers, drafted and made. Study of textile fibers. Pre-requisite 8. One-half credit.

12. *Sewing*. (3) Textiles: fabrics—manufacture, ancient and modern. Methods of adulteration; tests for discovering adulterations. Night-gown, drafted and made. Pre-requisite 10. One-half credit. Pre-requisite 10. One-half credit.

14. *Sewing*. (3) Commercial patterns. Comparison of gingham dress; problem of checks and stripes. Christmas novelties. Pre-requisite 12. One-half credit.

16. *Sewing*. (3) Tailored skirt and lingerie waist. Pattern drafted. Pre-requisite 14. One-half credit.

18. *Sewing*. (3) Handwork: application of designs to household linens, draperies, etc. Good and poor designs. Hemstitching, hemming, and darning linens.

Embroidery: French and eyelet, cross-stitch, punch work, plain and Irish crochet. Pre-requisite 12. One-half credit.

Note—Two or more pieces required of each student.

LIST OF GRADUATES.

Class of 1908-1909.

Blackwell, Nova	Perry
Brooke, John R.....	Plainview
Davidson, Anna	Love
Emerson, Daniel W.....	Southern Home
Holiman, Edgar	Danville
Hubbard, D. K.....	Russellville
Kittrell, Mary	Augusta
Lair, Bessie	Conway
Matmiller, Roberta	Arkansas Post
Reid, Comora	Conway
Wells, Sidney	Sulphur Rock

Class of 1909-1910.

Adams, Bertie	Conway
Bragg, Ida	Conway
Cook, Velma	Brinkley
Downing, Martin	Conway
Dunlap, Birdie	Clarksville
Ellsberry, Lizzie	Moab
Ferguson, Ezra	Booneville
Floyd, George	Nathan
Ford, Ola	Conway
Gibbons, Hattie	Conway
Goodwin, Annie M.....	Norphlet
Hawkins, Oline	Magnolia
Hammond, Rosalie	Milner
Harton, Dove	Conway
Hildreth, Sallie	Conway
Hutchins, Nelle	Augusta
Isgrig, Walter	Conway
Lamar, Edith	Clarendon
McKamey, Anna	Imboden
Moore, Charles	Dover
Moore, Rosa E.	Marion, Ala.
Pettigrew, Wadie	Texarkana
Powell, Ray	Batesville
Renfrow, Mina	Rison
Shetley, Lizzie	Choctaw
Starnes, Lucia	McNeil
Stone, Viola	Stephens

Thompson, Vesta	Clarksville
Wilson, Mary	Conway

Class of 1910-1911.

Adney, Aubrey	Adona
Blair, C. C.	Conway
Bryan, Willie	Ozark
Bullington, Judd	Sulphur Rock
Cason, Bettie Clay	Conway
Corry, Ruth.....	Jamestown, La.
Clark, W. J.	Conway
Dalton, G. O.	Enola
Hunnicut, C. C.	Gravelly
Haller, Pearl	Nashville
Howard, Hazel	Lonoke
Jameson, William J.	Stephens
Julian, Ethyl	Conway
McConnell, Inez	Glenwood
McElhannon, Fletcher	Antoine
Milton, Elgin	Ozark
Moore, Lena	Lonoke
Rachels, Nettie K.	Searcy
Short, Chester A.	Damascus
Steed, Frank	Alexander
Whitley, Addie B.	Bradford
Wozencraft, Helen	Holly Grove

Class of 1911-1912.

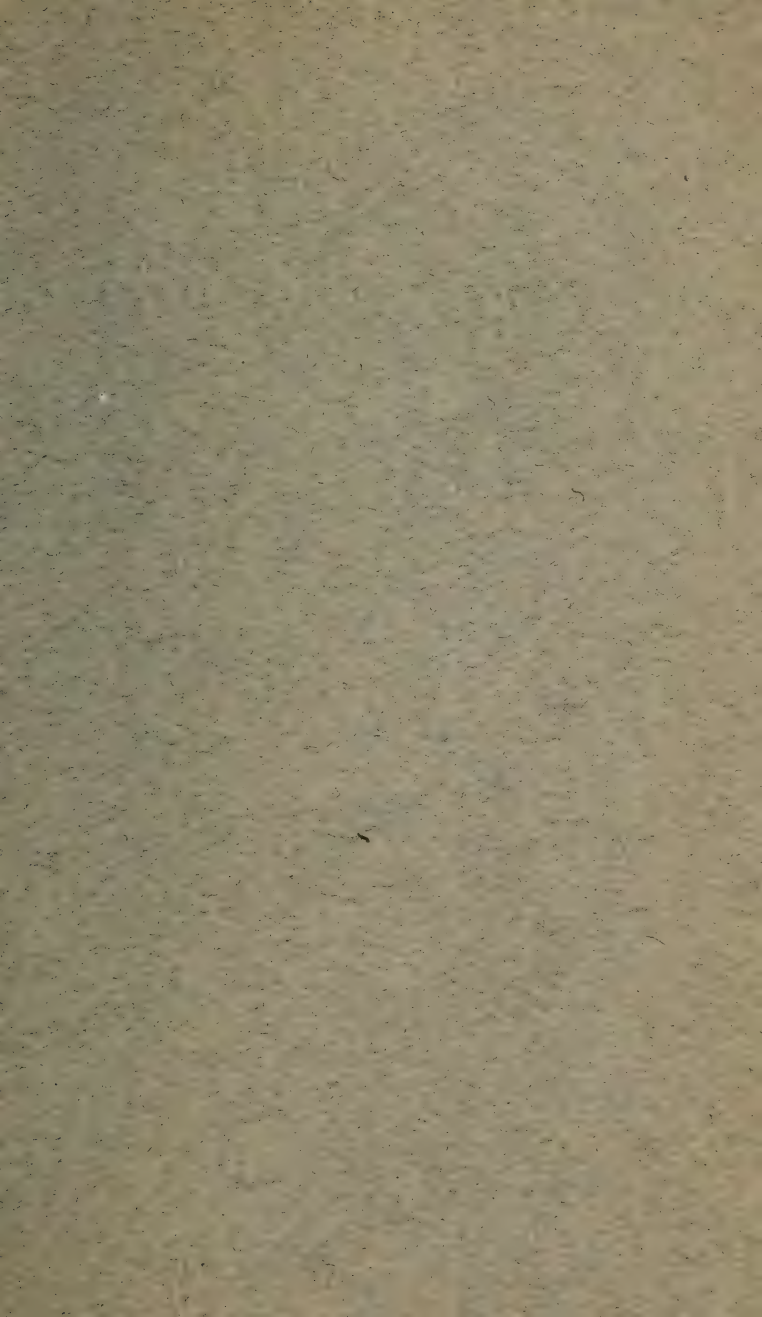
Baird, Evelyn	Morrilton
Brannan, Pattie	Morrilton
Byrd, Portia	Smackover
Campbell, Monroe	Conway
Carlton, Mattie	Lake Village
Craig, Zada Lee	Conway
Davis, Mollie	Albion
Gadd, Lena	Conway
Goode, Audrey	El Dorado
Goodwin, Floy	Calion
Goodwin, Maggie	Norphlet
Gray, Julius	Guy
Greer, Grace	Morrilton
Haskew, Olive	Lacey
Major, Icie	Conway
Mashburn, Willie	Melbourne
Melton, J. W.	Mayflower
Morris, Isaac F.	Western Grove
McCarley, Ila	Hot Springs
Nelson, Perry	Strong

Owens, Florence	Murfreesboro
Short, Gilbert Y.	Maynard
Thraikill, Willie	Waldo
Webb, Allen	Conway
Wheat, Jessie	Conway
Wilkerson, Claude	Conway
Wray, Ekron L.	Guy

Class of 1912-1913.

Ball, Irving	Shark
Blair, Clair	Conway
Burrow, Sallie	Denning
Cazort, Ruth	Lamar
Davis, Jas. H.	Womble
Dew, A. J.	Hamburg
*Feaster, Hattie	Princeton
Gideon, Orpha	Prairie View
Greer, Irving	Wing
*Hogan, Ida	Conway
Hudson, Clara	Arkansas Post
*Jones, Dee	Conway
*Jones, Lee	Conway
*Keith, D. B.	McKamie
Lewellyn, Myrtle	Conway
Maddox, Leona	Conway
McCain, Anna	Searcy
Puntney, Leone	Cornerville
Pendergrass, Ima	Conway
Randleman, Bessie	Rector
Rice, Irene	Cord
*Ross, Sarah	Poplar Grove
*Short, B. A.	Success
Smith, Willie	Conway
Steed, Maud	Alexander
Stewart, Floy	Conway
Thompson, Myrtle	Highland
Warren, Minnie	Waco, Texas
Wheat, Chlora	Conway
Wilson, Alabama	Imboden
Wilson, Ruby Lee	Imboden
Wise, Edith	Luxora

*Students who lack one or more points of graduation.



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THE
UNIVERSITY OF ILLINOIS

BULLETIN

The Arkansas State Normal School

Vol. II.

June, 1914

No. 3

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UNIVERSITY OF ILLINOIS
21 SEP 1914

Catalog Number



CONWAY, ARKANSAS

Published Quarterly by the Arkansas State Normal School.

Entered as second-class matter June, 1913, at Conway,
Arkansas, under Act of July 16, 1894

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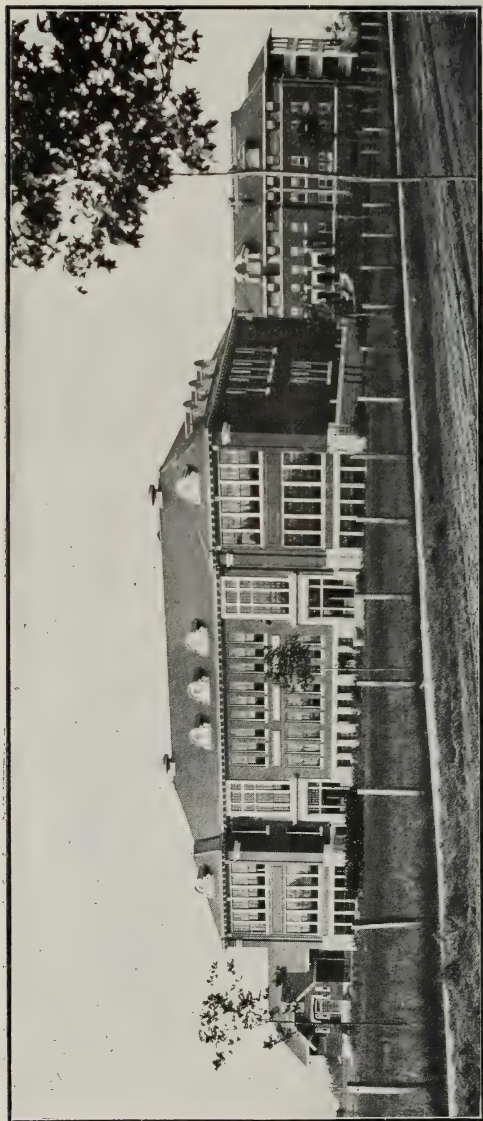
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NORMAL BUILDINGS.

C
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1914-15

Calendar.

First term opens.....	September 21, 1914
First term closes.....	December 23, 1914
Second term opens.....	January 4, 1915
Second term closes.....	March 12, 1915
Third term opens.....	March 15, 1915
Third term closes.....	June 4, 1915
Summer term opens.....	June 7, 1915
Summer term closes.....	July 30, 1915

SPECIAL DAYS.

Thanksgiving.....	November 26, 1914
Christmas.....	December 23 to January 3
Memorial, Robert E. Lee.....	January 19, 1915
Memorial, George Washington.....	February 22, 1915

COMMENCEMENT EXERCISES.

Annual sermon.....	May 30, 1915
Class exercises.....	June 1, 1915
Senior exercises.....	June 2, 1915
Closing exercises.....	10:30 a. m., June 3, 1915

Board of Trustees.

HON. GEO. B. COOK, State Superintendent, Little Rock.....	<i>President</i>
HON. B. W. TORREYSON, Professor of Secondary Education, Little Rock.....	<i>Secretary</i>
HON. J. W. CROCKETT, State Treasurer, Little Rock.....	<i>Treasurer</i>
HON. L. L. COFFMAN, State Auditor.....	Little Rock
REV. T. O. OWEN.....	Hope
HON. D. A. BRADHAM.....	Warren
HON. JO FRAUENTHAL.....	Conway

EXECUTIVE COMMITTEE.

GEO. B. COOK.....	<i>Chairman</i>
B. W. TORREYSON.....	<i>Secretary</i>
L. L. COFFMAN	J. W. CROCKETT

Faculty

JOHN JAMES DOYNE,
President.

CHARLES CROCKETT DENNEY, S. B.,
Education.

JOHN THEODORE BUCHHOLZ, S. B.; A. B.,
Science.

EVERETT E. CONDREY, Ph. B., S. B.,
Science.

RICHARD ELWOOD WOMACK, A. B.,
History.

DEAN DEPEW MCBRIEN, A. B.,
History.

JOHN GRANVILLE CUBAGE, A. B.,
Latin.

EDWARD ALBERT BRENNAN,
Mathematics.

*
Mathematics.

ANDREW JACKSON MEADORS, A. M.,
English.

IDA WALDRAN,
English, Dean of Women.

ROSEBUD VAUGHAN, A. B.,
English.

*

Agriculture.

IRIS CHURCHILL HIBBARD,
Music and Expression.

MARY AUGUSTA BERNARD,
Drawing and Penmanship.

LEAFFA RANDALL, S. B.,
Domestic Science.

IVAH F. MOYER, S. B., B. P. S.,
Supervising Teacher.

IVY CALHOUN,
Librarian.

HALEEN OLIPHINT,
Secretary.

MRS. D. L. SHIPP,
Matron, Girls' Dormitory.

MRS. JOSIE HILDRETH,
Housekeeper, Girls' Dormitory.

PETE WEISMAN.
Farm Manager.

* To be Supplied.

FACULTY COMMITTEES.

CLASSIFICATION.

Womack	Denney	Buchholz	Cubage	Meadors
--------	--------	----------	--------	---------

ADVISORY.

Denney	Womack	Waldran
--------	--------	---------

ENTERTAINMENT.

Cubage	Womack	Randall
--------	--------	---------

RELIGIOUS SOCIETIES.

Meadors	Vaughan	Cordrey
---------	---------	---------

LITERARY SOCIETIES.

Waldran	Moyer	McBrien	Bernard
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ATHLETICS.

Buchholz	Cubage	Randall
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PUBLICATION.

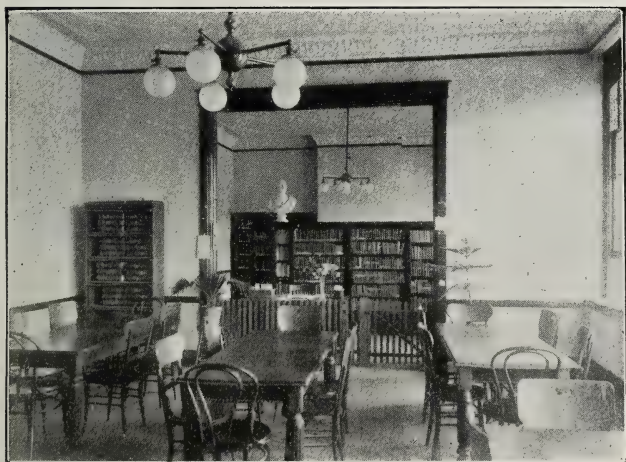
Meadors	Waldran	McBrien
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RECORDS.

Buchholz	Brennan	Denney
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LIBRARY.

Denney	Meadors	Cordrey
--------	---------	---------



A CORNER IN THE LIBRARY.

General Information.

INTRODUCTION.

The record of the State Normal School for its six years' existence is one worthy of note on account of the steady increase in enrollment each year, the marked improvement in the character of work done by the student body, and in the interest that has been aroused through their efforts, in Normal School work. It is unfortunate that school directors, either through indifference or necessity, are still employing immature or untrained teachers for the work in our public schools. They fail to look upon their office as one of grave trust and great responsibility. They fail to recognize the fact that a child in the rural school is as much entitled to the very best, wherever it is possible to be secured, in training or discipline as the child who is given the advantages of town or city school life. They fail especially to appreciate the fact that a trained teacher at a good salary is worth more to the community and will do more effective work in the schools in one session than the untrained teacher, except in rare cases, will be able to do in a much longer period.

More than one thousand so-called teachers in this State abandon their work after one year's effort, either because they recognize the fact that they are not suited for the work or because something more to their tastes invites them. Their places must be filled by others, and the conviction is steadily fastening itself upon the school directors and patrons in the more progressive districts that the novice in teaching will only in rare cases prove satisfactory. Thus there is a growing demand for teachers who make a study of methods of instruction and of discipline, and who feel the need of genuine preparation before presuming to enter the profession.

The State Normal School offers opportunity to all who desire to teach in the State and who feel the necessity of such help as the Normal affords. While instruction is given in the various subjects usually taught in the public schools, other lines of instruction needful to the teacher receive much attention.

The Board of Trustees has endeavored to select a faculty in keeping with the views above expressed. The teachers are specialists in their work, and the equipment furnished them for successful service in their departments has been selected with great care. They recognize that those who are receiving instruction here are to be the teachers who, in turn, are to take charge of the common schools of our State, hence every effort is made to fit the students to serve well the school interests of any community where they may be called into the work.

LOCATION.

The State Normal School is located at Conway, Arkansas, thirty miles northwest of the state capital and within seven miles of the geographical center of the State. Its railroad facilities are excellent, there being eight passenger trains and two local trains daily. No town in the State has shown a deeper interest in school affairs than Conway. It has contributed over \$225,000 in recent years to aid in the establishment of institutions for higher learning in its midst. It has also one of the best public school buildings in the State, erected at a cost of \$40,000, for which bonds were issued by the school board. Here are located Hendrix College for young men, which has received an endowment of \$300,000, and Central College for young women; the former under the control of the Methodist denomination and the latter a part of the Ouachita-Central system of the Baptists of the State. A water-works plant and a sewerage system have been installed for the town. Conway bears an exceptional record as re-

gards its healthfulness, diseases of marked fatality being rare.

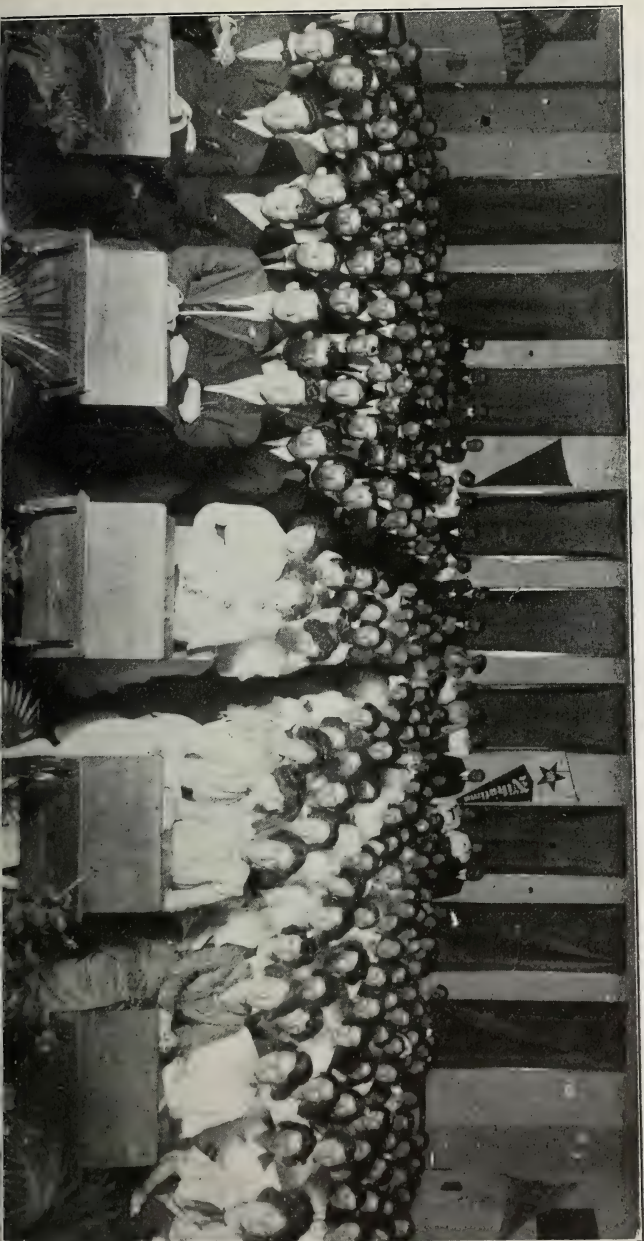
A college town is usually a town of more than average culture and refinement, and this is true of Conway. The moral tone is exceptionally elevated, the religious sentiment is strong, the civic spirit is of the highest order. Students are made to feel at home in the community, and, in many ways, the citizens make proof of their interests in those who are temporarily among them.

BUILDINGS AND GROUNDS.

The school building occupies a site about one and a quarter miles southwest of the center of town. It is three stories high, constructed of brick and stone, with slate roofing. It is thoroughly up-to-date, provided with modern conveniences, water on each floor, steam heat and electric lights. The basement contains the toilet rooms, manual training room, domestic science room, society hall, and rooms especially arranged for the department of agriculture. The second floor contains four large class rooms, six recitation rooms, a rest room, office rooms and a double library room. The third floor contains two large class rooms, three recitation rooms, a suite of three rooms for the science department and an auditorium seated with single desks.

A girls' dormitory, furnishing accommodations for one hundred was opened at the beginning of the past year. This building is admirably arranged, constructed of brick and stone, three stories high, with basement. Each room accommodates two girls, and the furnishings are such as to contribute to their comfort and convenience. The equipment is in every respect modern, and the endeavor will be to provide such surroundings as will make the stay therein pleasant.

The model school is intended not only as a place for model teaching, but also as a model for four-room school buildings. It consists of two large, airy, and well-lighted



class rooms, one room for domestic science and art and one room for manual training. In addition there are sanitary toilet rooms, and sanitary drinking fountains, cloak rooms with hat and cloak racks, umbrella racks and shelves for books and lunch baskets. A flower garden and a small but well-selected library are valuable and enjoyable adjuncts of the building.

During the past summer a thoroughly modern heating plant was built on the south side of the campus. From this plant steam is led through conduits to all of the rooms of the dormitory, model school and main building. An electrically-controlled thermostat system regulates the heat in the main building. In connection with the power plant, there has been provided a room for the use of boys who are doing work in athletics. This room has tile floor, shower baths, lockers and other modern conveniences.

MODEL SCHOOL.

The model school for the training of students in active school work began its work with the session just ended. The practical value of the work here done cannot be overestimated. It is a necessary feature to the complete preparation of the teacher for her work, as it adds actual experience as a part of her equipment.

A critic teacher of high attainments has general direction of the model school. Classes have been organized in all the common school grades and such work is done as ought to characterize the best type of rural school and as should prove a decided benefit to the teachers in our city schools. Special emphasis is placed on the subjects taught in the primary grades, as, contrary to current opinion, it is here that the highest skill and efficiency in teaching are required.

There are in daily attendance at the model school seventy-five pupils enrolled from the town and elsewhere, doing the work covered by the common school course of

study, with the addition of special training in the manual and domestic arts, and in vocal music and drawing. Those student-teachers taking the rural school course will be offered this line of training in observation and practice work for at least two terms of the session, and all seniors are required to take daily the same line of work.

THE LIBRARY

Is fitted out with reading tables and in the bookcases are to be found a carefully-selected list of more than three thousand volumes. The teachers of the various departments are especially charged with the selection of books suited to their respective classes, and only such volumes are purchased as are thought to fill some need of the student for general reading or special reference. There are also to be found in the magazine department nearly one hundred of the leading periodicals. To these, as well as to the library books, students have access, and the rooms are kept open all day, Saturday included, for the convenience of those who may wish to spend after-school hours in reading. The library is in charge of a trained librarian and is completely catalogued and classified.

THE LABORATORIES.

It has been the aim in furnishing the chemical, physical, physiological, zoological, botanical, geological, agricultural and home economics laboratories, to give the student such equipment as would prove of most service to him. The practical needs of the students guided the selection of apparatus, and duplicate sets have been furnished as far as funds permitted. It is recognized that students in these departments will be called upon to teach these subjects, hence such apparatus has been purchased as will render them capable of handling readily the various phases of scientific experiments as taken up in the average high

school text-books on the lines above mentioned. A gas plant has been added to the equipment this year.

MUSIC.

In addition to the regular work in vocal music given in the school, arrangements will be made for placing a teacher of instrumental music in the Normal School to provide for students who wish to study this subject. The cost of this work to students will not exceed four dollars per month, for two half-hour lessons per week.

CONDITIONS OF APPOINTMENT.

Under the law establishing the State Normal, students who attend must be at least sixteen years of age, in good health, and of good moral character. They must have completed the state course of study and be ready for high school work. The president of the school is authorized to pass upon the qualifications of applicants for admission, yet the teachers may, upon finding that the students are not qualified for the work they purpose undertaking, report the same to the president, and students who are found thus incapable will be requested to withdraw from the school, provided there be no lower class to which they can be assigned. Those who receive appointments must obligate themselves to teach in the State at least two years after graduation, unless circumstances should arise that would justify them in requesting from the president of the school a release from this obligation.

The school is for the training of those who are to have charge of the education and discipline of the young people of our State. It is but reasonable, therefore, that some restrictions should be made in the way of qualifications from its beneficiaries. While scholarship is essential in those who assume the work of teaching, great demands will be made on them from other standpoints; thus, a

healthy body, a clean mind and consecration to the work are not unreasonable requirements on the part of the Board of Trustees, and the justice of this view will be readily conceded.

BOARD AND OTHER EXPENSES.

Those occupying the girls' dormitory will be charged for board at the rate of \$12.50 per calendar month in advance. As it is the intention to make the charges sufficient only to meet the current expenses, this amount will be lowered, if it can be done, and yet satisfactory table fare and service maintained.

Suitable homes for young women who do not secure board in Doyne Hall will be recommended upon application to the Dean of Women. Unless especial arrangement is made, they are not permitted to board in homes where young men reside.

Those students who are not able to secure accommodations in the dormitory will find suitable homes among the citizens of the town, the rate charged averaging about \$15.00 a month.

Students expecting to board in the dormitory are requested to file applications promptly, and notice will be given those whose applications come too late to secure accommodations there, in order that time may be given to locate them elsewhere, should they desire that this be done. An advance payment of \$5.00, which will be refunded later, will be required of all students desiring rooms held for them.

As many of the rooms in the dormitory will be furnished with single beds, each student should bring with her two counterpanes, two pairs of sheets, two pillow slips and one pair of blankets or other covering for the single or double bed, as preferred. Students will also bring four bath towels, four face towels, and six napkins. All these should be plainly marked with the student's name.

An incidental fee of \$5.00 and a library fee of \$3.00 are

charged, and students in the science department will be required to pay for any breakage of apparatus for which they may be held responsible. A deposit of \$1.00 per term is required of science students and this, or any unused portion of it, will be refunded at the close of the term.

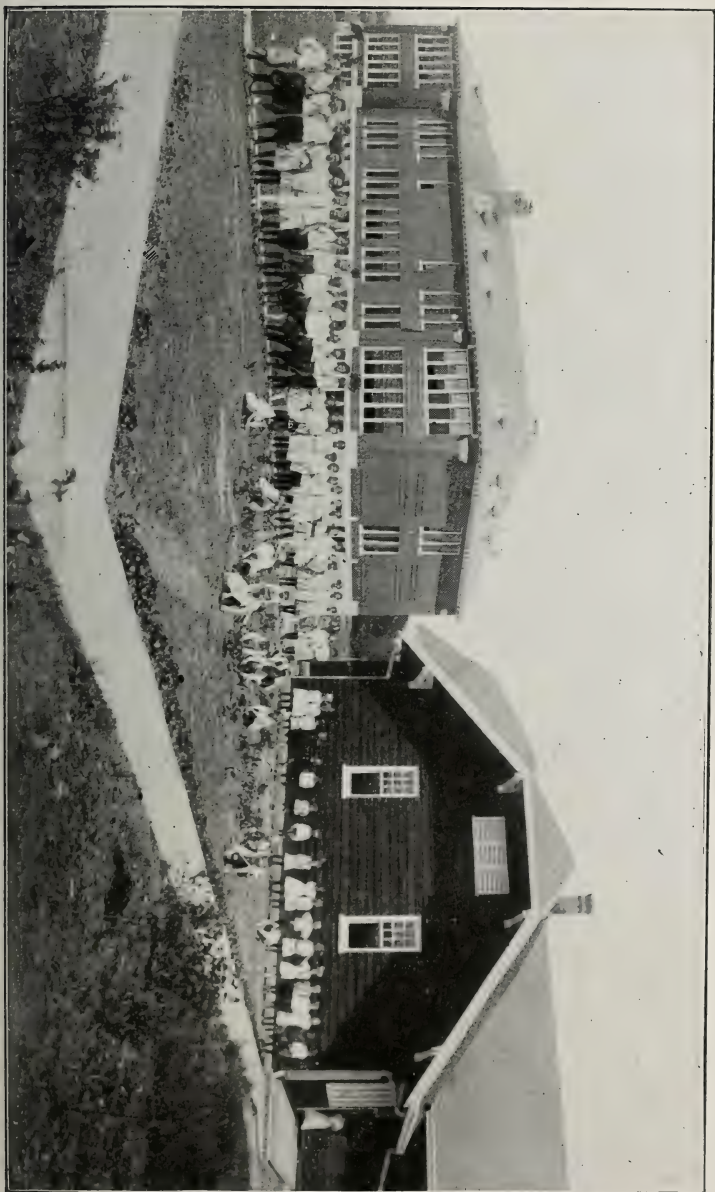
SCHOOL TERMS.

The session of the school is divided into three terms of approximately three months each, and the work is so arranged that the students unable to enter at the beginning of the session may be admitted later without serious inconvenience. It would be far better if all could attend for the full session of each year's work to which they may be admitted, but circumstances will, doubtless, prevent this in some cases.

The summer term extends over a period of eight weeks, June 7 to July 30, inclusive. It is designed to serve three classes of students: those who wish to review the common school subjects preparatory to county examinations; those who are or have been students in regular attendance at the State Normal and wish to earn credits counting toward graduation; teachers who cannot attend during the regular session but wish to earn credits toward graduation in a series of summer sessions.

A regulation of the board of trustees requires that a minimum of one year's work be done in residence before a diploma is issued by the State Normal School. There are many teachers in the State who would be able to complete the course in this minimum of time by submitting their grades from other schools, but cannot afford to leave their work for one year. Such teachers may, by attending three summer terms, comply with these conditions and obtain a diploma.

This is a great opportunity for teachers to obtain, without interfering with their work, permanent license and relieve themselves of the worry and inconvenience of ever-recurring examinations.



TERMS OF ADMISSION.

Persons applying for admission to the State Normal School must present to the president an appointment from their county examiners. Under the law, each county is allowed one student in the Normal for every twenty white teachers in the county. Special appointments may be made by the county examiners in addition to these, provided all counties have not taken up their quota. Those receiving appointments are requested to notify the president of the same, as places are held open for only ten days after the beginning of school, any vacancies then existing being taken up by special appointees from other counties whose full number has already been enrolled.

According to the reports of the various county examiners to the State Superintendent for the scholastic year ending June 30, 1913, the counties of the State will be entitled to free scholarships, as follows:

Arkansas 6	Garland 7	Newton 5
Ashley 6	Grant 4	Ouachita 5
Baxter 5	Greene 6	Perry 4
Benton .....11	Hempstead .. 6	Phillips 2
Boone 6	Hot Spring... 6	Pike 5
Bradley 5	Howard 5	Poinsett 3
Calhoun 3	Independence. 7	Polk 5
Carroll 7	Izard 6	Pope .....11
Chicot 2	Jackson 7	Prairie 5
Clark 8	Jefferson 6	Pulaski .....14
Clay 6	Johnson 8	Randolph ... 6
Cleburne 5	Lafayette ... 4	Saline 5
Cleveland ... 4	Lawrence 6	Scott 7
Columbia ... 5	Lee 3	Searcy 6
Conway 6	Lincoln 4	Sebastian ...15
Craighead ... 8	Little River.. 4	Sevier 5
Crawford ... 8	Logan 9	Sharp 6
Crittenden ... 2	Lonoke 8	St. Francis... 4
Cross 3	Madison 6	Stone 4
Dallas 3	Marion 6	Union 8
Desha 2	Miller 5	Van Buren... 6
Drew 6	Mississippi... 4	Washington .12
Faulkner 7	Monroe 3	White 8
Franklin 8	Montgomery..10	Woodruff 3
Fulton 6	Nevada 4	Yell .....10

EMPLOYMENT.

A limited number of young men may find work for unemployed time on the school farm. This work is paid for at the rate of 15 cents an hour. Several men have, in past years, paid part (and in one or two instances all) their expenses in this way. A few students are also employed in various occupations in the city of Conway.

ADMISSION TO ADVANCED STANDING.

While the courses offered in the State Normal School cover a period of two years for the Rural Teachers' Course, and four years in addition, for the other Normal Course, two years additional for the Primary Teachers' Course, and four years for the other Normal uate expect to complete the advanced Normal Courses in less than two years, and then only when the high school from which he comes, maintains a full four years' course, and the character of the student's work and course of study have been such as readily to conform to our requirements for graduation. In every case recognition will be given to work done in the high school, if the student presents a copy of his record from such school and shows himself prepared for the subsequent courses of the Normal, by maintaining his standing in the more advanced classes in the same subject.

Students who have pursued work elsewhere above a four years' high school course may graduate in less than two years, if the character of this work warrants it and they can meet the requirements. In no case will a diploma be granted for less than one full year spent in resident study at the State Normal School, in which not less than twelve credits are earned. All such students will be required to take at least one year in Education, one year in English, and a term course in Mathematics, with special reference to methods, without regard to work done in other schools.

When credit is sought for courses in Science, the stu-

dent must present his laboratory note-book, in addition to the regular required report, if full credit for such work is expected.

Students seeking credit in English 10-11-12 and English 13-14-15 must present book-reports or other evidence of having done the critical, analytical, synthetical and theme work covered in these courses.

Do not fail to bring a statement of work done in other schools. Failure to do so may result in a student's having to do work for which he might otherwise receive credit. It will save much time and avoid errors in classification.

FORM OF CREDIT BLANK.

To the President Arkansas State Normal, Conway, Arkansas:

This certifies that..... school, located at....., maintains a.....years' high school course, and thatteachers devote.....full time to high school work.

It is further certified that..... has been in regular attendance at the high school for..... months and has passed satisfactory examinations on the subjects named below:

Name Subject	No. of Weeks	Grade	Length of Rec'n	Periods Per Week	Laboratory	Text-Books Remarks
.....
.....
.....
.....

NOTE:--On the reverse side of this sheet please make

a list of classics studied by the student, indicating the year in which the work was done.

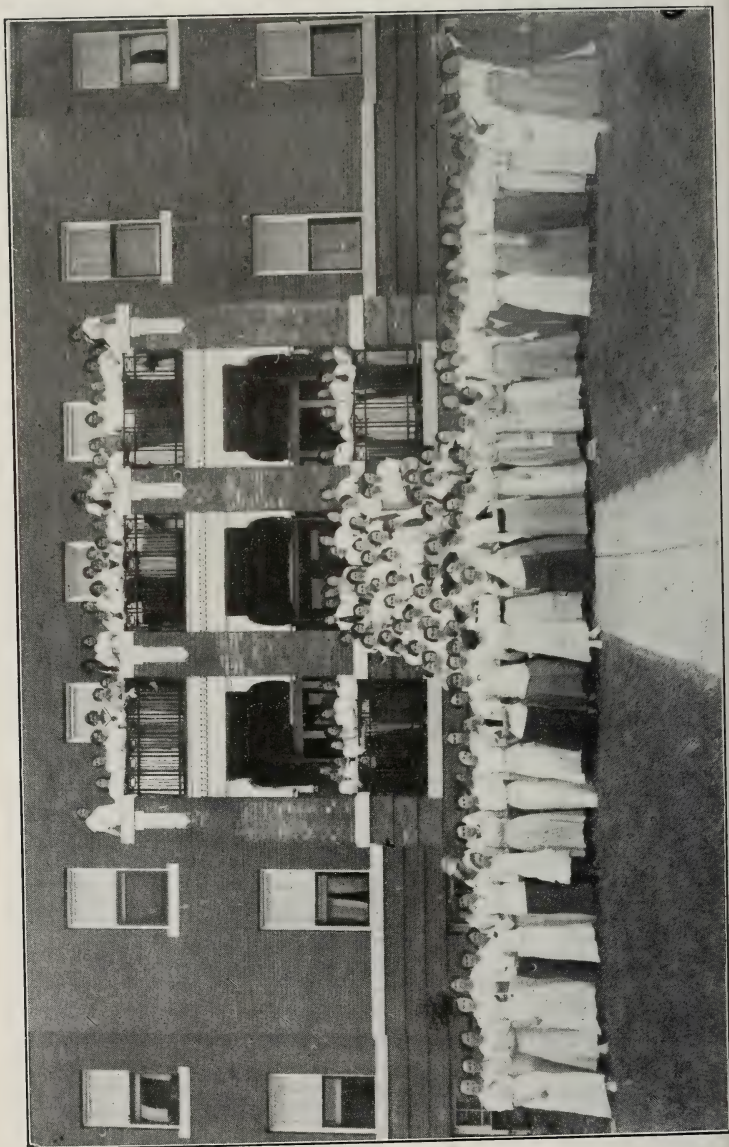
Copies of the above blank forms may be had upon application.

DIPLOMAS.

Under the act of the state legislature, diplomas are granted to graduates of the State Normal under the following conditions:

"The Normal School Board is authorized to grant the degree of Licentiate of Instruction to such students as shall have completed the full course of instruction in said Normal School, shall have been recommended by the faculty, and shall have passed an approved examination. Such diploma, when signed by members of said examining board, the same to be appointed by the Normal School Board, the President and Secretary of the Normal School Board and the President of the State Normal School shall be equivalent to a professional license, authorizing the holder of the same to teach in any public school of the state of Arkansas for a period of six years from and after the date of issue, and after the expiration of that time said diploma may be converted into a Life Certificate, provided the character of the work done by the holder thereof and his moral character meet the approval of the Normal School Board."

The law authorizing the State Superintendent to grant a state license reads thus: "The State Superintendent of Public Instruction shall have power to grant state certificates, which shall be valid for life, unless revoked, to any person in the State who shall pass a thorough examination in all those branches required for granting county certificates; and, also, in algebra and geometry, physics, rhetoric, mental philosophy, history, Latin, and the Constitution of the United States and of the State of Arkansas, natural history, and theory and art of teaching."



THE GIRLS OF THE HOME AT DOYNE HALL.

It will therefore be necessary for students who desire their diplomas converted into a state license to pursue, in addition to the subjects required for a Licentiate's diploma, solid geometry, Latin, botany, geology, and zoology.

ATHLETICS.

The growing popularity of athletic sports has created a demand for instructors in these subjects. It is the endeavor, therefore, on the part of those in charge of such diversions among us, to train students who wish to gain special instruction in field sports, not with a view to developing experts, but rather to put them in position to handle understandingly these subjects when called upon to do so. Clean athletics has no longer need of champions. The moral and intellectual side of a man, no less than the physical, may be brought into symmetrical development by proper care of the body as regards diet, cleanliness, exercise and the like, and nothing conduces more to this than the disciplinary requirements of athletics. Baseball, football, basketball, and track work have good support. The championship of the State has been twice awarded to the girls' basketball team. Tennis and other sports also have their followers, and all students are encouraged to engage in some sort of athletics. It is clearly understood from the first, however, that students who expect to engage in athletic contests must maintain certain standards in scholarship and attendance. In no case will there be deviation from this rule.

LITERARY SOCIETIES.

There are four literary societies under the direction of the student body—the Crestomath and Nikatima for young women, and the Wingo and Clary for young men. Their meetings are held weekly, and occasionally a joint session brings together the members for an interchange

of views and the maintenance of the relations of good fellowship that should characterize such assemblies. The aim of these organizations is to encourage and foster among the members a steady development of an appreciation for the highest attainments in literary and æsthetic culture, as well as to familiarize them with such matters as it becomes our citizens to know. The meetings are well attended, the interest taken in the proceedings is well maintained, all students are encouraged to associate themselves with one or the other of these organizations, and the influence of society work upon the general student body has been uniformly commendable.

RELIGIOUS SOCIETIES.

Early in the history of the first session of the Normal the Y. M. C. A. and the Y. W. C. A. were established, and they have proved important factors in unifying and developing the devotional spirit of their members. The pervasive influence of a well-ordered life needs no special herald to proclaim its worth, and, without ostentation, the members of these organizations are striving to impress those with whom they are associated that, "True worth is in being, not seeming."

THE STUDENTS' ASSOCIATION.

The purpose of this organization is to promote all desirable activities, to encourage a friendly rivalry between the different societies and classes, and to foster the school spirit.

The executive body of the association is a council composed of eight members. Four of these are the officers of the association. The officers are all elected by the entire student body. The president is elected from the Senior Class, the secretary from the Junior Class, the treasurer from the Sophomore Class, the vice president from

the Freshman Class. Each of the four classes elects one of the other council members to represent them in the council meetings. The present council holds office for the remainder of this school year, and it is expected that the next election will be held as early as the second week of the next school year.

The duties of the president and vice president are not supposed to be very numerous. The secretary and the treasurer each has some special duties in addition to what naturally becomes the duties of a secretary and treasurer. The secretary keeps a large record book in which are recorded all events and proceedings which are thought to be of special interest to Normal students. It is not intended that this record book shall be official, but rather that it shall contain such facts as Normal students ten years from now will be interested in knowing.

The association has placed in the hands of the treasurer four emblems of honor—the swastika, first honor for girls; the four-leaf clover, second honor for girls; the horseshoe, first honor for boys, and the rabbitfoot, second honor for boys. It is the duty of the treasurer to award these honors in chapel to any students who, in the opinion of the council, deserve them. The student who is fortunate in securing a favorable decision of the council is to be decorated for one whole day with an emblem of honor. The emblem is then to be returned to the keeping of the treasurer. Aside from the things mentioned above, the principal purpose of the student council is to afford a means of communication between the different classes of the school and to enable the student body to act in unison on any subject of general interest.

THE ALUMNI ASSOCIATION.

The loyal support of the members of the association has been one of the strongest forces for the upbuilding of the school. Immediately following the adjournment of the first senior class on Commencement morning, 1909, this

organization was made, and each succeeding graduating class has entered enthusiastically into the work. There are now 136 members. The annual business session is held in Little Rock during the meeting of the State Teachers' Association. The alumni banquet was one of the most pleasing features of the recent Commencement exercises. It has been the effort of each member of the association to keep in close touch with the interests of the school, and the president and faculty are always ready to assist in promoting the interests of those who have gone from the Normal School as graduates.

LYCEUM COURSE, 1914-1915.

The four schools of Conway—Hendrix College, Central College, Conway High School and The Arkansas State Normal School—some years ago entered into an arrangement for a joint lyceum course. This enables them to put more money into a course and to employ much better attractions than they could possibly do if they acted separately. Four years' experience under this plan has convinced them of the wisdom of this arrangement.

For the coming season an unusually strong course of lectures, musical numbers and high class entertainments has been secured. They are as follows:

Dr. Thomas E. Green. Dr. Green is one of the most experienced lecturers on the platform. His strength as a lecturer is based on two qualities—he has something to say and he says it well. Dr. Green will lecture on "The World Peace Movement." Years of travel and study have made him one of the authorities on this subject.

Dr. Russell Conwell. Dr. Conwell is one of the best known men on the lyceum platform. He is a man with a message and is able to deliver it with fire and vigor. He will lecture on "Acres of Diamonds."

Madam Scotney. Madam Scotney is a soprano singer, the protege of Melba. While she has not yet the repu-



tation of Madam Melba, she comes with the endorsement of Melba and is said by competent critics to give promise of becoming as great as that noted singer.

Captain Richmond P. Hobson. It is unnecessary to introduce this lecturer to the public except to say that in addition to his numerous other qualities, he is one of the greatest public speakers in America today. He first came into prominence in the Spanish-American War through his daring deed of sinking the Merimac at the mouth of Santiago Harbor. He was later elected to Congress from Alabama, and has taken an active part in the discussion of all public questions. He is now regarded as the national leader of the prohibition forces. He will speak on "The Great Destroyer."

Miss Willmer. Miss Willmer is a reader of rare attainment. She comes to us highly recommended and bids fair to be one of the most entertaining numbers that we will have.

Hampton Court Singers. This is a musical organization of high class. They will give a varied program and will greatly please their hearers.

Edwin Brush. Edwin Brush is a magician of high rank. He is truly the man of mystery. He will present a program of rare interest which will be both entertaining and profitable.

THE NORMAL ECHO.

This is a bi-weekly magazine which was started by the students in the second year of the Normal's existence. Its purposes are to keep up and foster the Normal spirit, to give expression to the various school activities, to keep the alumni in touch with our various activities, and to encourage original thought and composition.

The Echo is edited and managed by a staff selected by the various societies and associations—literary, religious, social and athletic. Our friends have been kind enough to

assure us that every year from the first the Echo has continued to improve; we hope to keep up this record. We invite the Alumni Association to join us in this work and we shall be glad to give them space in every issue.

ORGANIZED PLAY.

The tendency now-a-days to strive for an all-round development of the child has led to the introduction into the schools of Folk Dancing, Calisthenics, and General Gymnastics. It forms a valuable part of the training of the teacher, and for this reason has been made a part of the work done in the State Normal School. The pupils in the training school will be encouraged to take part in these exercises, and the classes will be under the direction of the department of Music and Reading.

DISCIPLINE.

The reasonable supposition is that persons applying for admission into the State Normal are ladies and gentlemen, and every consideration will be shown them as such, until by their own act they shall forfeit the confidence reposed in them. Rules of government and regulations as to their general conduct will, of course, be necessary, yet the character of these will be such as should secure ready conformity thereto and active co-operation on the part of the student body in aiding in carrying out such requirements as may be deemed necessary.

Coercion does little toward development of will power. As the great aim of the teacher should be to enable the pupils to gain mastery over themselves, thus giving them that poise so indispensable to the well-rounded character, so the student in the Normal School is encouraged to cultivate that self-control which shall hold in check untoward tendencies and give full play to the exercise of those qualities that work for the highest good.

Since, as yet, there is no dormitory for young men,

it is necessary that they secure board in private homes. The president and faculty endeavor to exercise such oversight as to the conduct and welfare of the students as is possible under these conditions. Students, however, are placed largely on their own responsibility and are expected to conduct themselves with becoming propriety.

The request is made of all into whose homes students are received that the president be notified at once of any transgression of the well-established rules of society and home life to which their attention be directed.

It is well understood that students should not take a very active part in society life, as such a course would assuredly impede their progress in their studies. A reasonable restriction is, therefore, thrown around students as to receiving and paying calls.

Those who receive boarders are expected to go to some trouble in arranging suitable accommodations for students; it is but reasonable then, that boarding places should not be changed without good cause, and in no case should this be done without first advising with the president. Neither should students leave town or be absent from school for any cause without notifying the proper authorities and receiving permission to do so.

SECURING POSITIONS FOR GRADUATES.

Each year many applications are received from school boards for teachers who are graduates of the Normal School, and a list of those who desire positions is kept on file. Registration blanks will be furnished our graduates on application, and effort will be made to assist them in securing good positions.

In order that correct information may be had as to the whereabouts of our graduates, they are earnestly requested to notify the office at least once a year, preferably in the spring, as to their postoffice address at that time. Should change be made later, then information should be furnished us, in order that our files may be kept correct.

Courses of Study

The following courses are offered at the State Normal School:

The Rural Teachers' Course. This course is preparatory to the more advanced courses and covers two years' work in which thirty credits are earned. Those completing this course receive a certificate recommending them as teachers prepared for elementary and rural schools.

The Diploma Course with the Degree, Licentiate of Instruction. This course represents not less than five years' work above the eighth grade. Seventy-five credits are required for graduation, including the Rural Teachers' Course (thirty credits). Work done in accredited high schools may be counted at the rate of one unit equal to three credits, when this work has been approved by the faculty.

The Advanced Diploma Course. Students who complete the course of study with ninety credits and fulfill the requirements for a major in a single department, will be given a more advanced diploma which is equivalent to the degree, Bachelor of Pedagogy.

The Primary Course. This course represents not less than four years' work above the eighth grade. The first two years are the same as the Rural Teachers' Course and the remaining two consist largely of special and professional courses aimed to meet the needs of the teacher of the lower grades. Sixty credits are required for the completion of this course, for which a certificate is given recommending the teacher as being specially prepared for this line of work. Students will be able to apply most of this work toward the requirements for the regular Normal diploma.

LEGAL VALUE OF NORMAL SCHOOL DIPLOMA.

The diploma granted for seventy-five credits has a legal value as a license, good in any of the schools of the state for six years, convertible at the end of that time into a life certificate.

Those who complete the advanced diploma course may have their license converted into a state certificate or a life certificate.



A ROOM IN THE GIRLS' DORMITORY.

Requirements for Graduation and Certificates.

The following tables show the requirements of the various courses. The numbers preceding the subjects refer to the descriptions bearing the same numbers following under "Departments of Instruction." The numbers following the subjects indicate the number of hours devoted to the subject per week:

THE RURAL TEACHERS' COURSE.

FIRST YEAR.

<i>First Term.</i>		<i>Second Term.</i>	
1	Grammar and Composition, 5	2	Reading, 5
1	Arithmetic, 5	2	Arithmetic, 5
1	U. S. History, 5	2	U. S. History, 5
1	General Science, 5	2	General Science, 5
1	Drawing, 3	2	Drawing, 3
1	Music, 2	2	Music, 2
 <i>Third Term.</i>			
3	Geography, 5		
3	Agriculture, 5		
3	Civics, 5		
3	General Science, 5		
3	Drawing, 3		
3	Music, 2		

SECOND YEAR.

<i>First Term.</i>		<i>Second Term.</i>	
4	Composition-Rhetoric, 5	5	Composition-Rhetoric, 5
4	Agriculture, 5	5	Rural Economics, 5
4	Algebra, 3	5	Algebra, 3
4	Pedagogy, 3	5	Pedagogy, 3
	Elective, 5		Elective, 5
 <i>Third Term.</i>			
6	Composition-Rhetoric, 5		
6	Physiology, 5		
6	Algebra, 3		
6	Pedagogy, 3		
	Elective, 5		

COURSE FOR DIPLOMA WITH L. I. DEGREE.

A—Requirements for students who have completed the Rural Teachers' Course:

Credit for Rural Teachers' Course.....	30
Education	6
English	9
History	6
Science	6
Mathematics	6
Agriculture or Home Economics.....	3
Elective	9
Total	75

B—Requirements for students who offer ten units or more of High School work:

Ten units high school work (1 unit equals 3 credits)—30 Credits.

	Minimum. Required.	Maximum Required.
Education	6 credits	9 credits
English	3 credits	9 credits
Education	3 credits	9 credits
History	3 credits	9 credits
Science	3 credits	9 credits
Mathematics	3 credits	6 credits
Agriculture or Home Economics		3 credits
Music		1 credit
Reading		1 credit
Drawing		2 credits

Elective (subject to approval), a sufficient number of courses to total 75 credits.

The maximum and minimum in each subject will be determined when the high school record of work is presented, and will depend upon the character of the course the student has previously pursued.

ADVANCED DIPLOMA COURSE.

For this course a total of ninety credits are required. In addition to fulfilling the requirements for the L. I. Degree, a student must complete fifteen credits, distributed as follows:

Major subject	6 credits
Pedagogy	3 credits
Elective	6 credits

COURSE FOR PRIMARY TEACHERS.

This course requires a total of sixty credits (four years). The first two of these years are the same as the Rural Teachers' Course. The two additional years' professional work are as follows:

FIRST YEAR.

Fall Term.

- 10 General Psychology
- 10 Advanced Drawing
- Story Telling
- 7a Zoology
- 7 Theme Writing

Winter Term.

- 10a Genetic Psychology
- 11 Advanced Drawing
- 8a Biographical History
- Method in Geography and
Nature Study
- 8 American Literature

Spring Term

- 11 General Method
- 12 Advanced Drawing
- 9a Biographical History
- 10a Botany
- 9 American Literature

SECOND YEAR.

Fall Term.

- Method in Number
- 10 Music
- Hand Craft
- Method in History
- Home Economics
- 10 English Literature

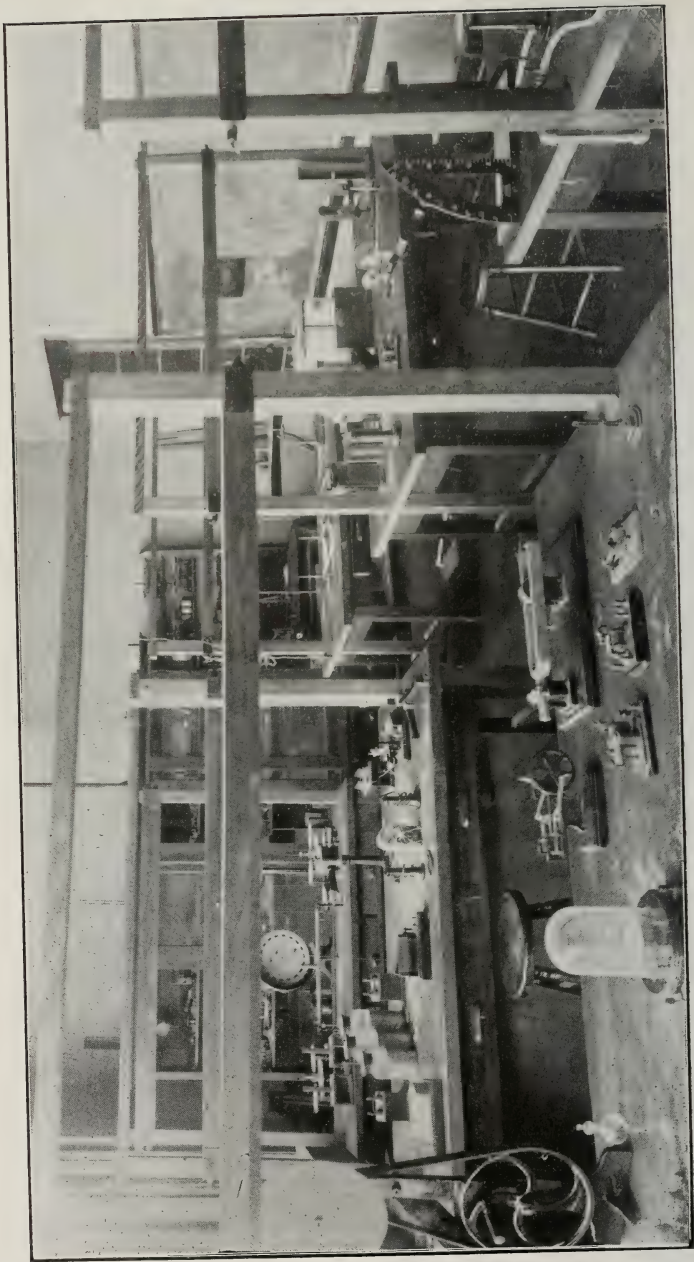
Winter Term.

- Method in Language
- 11 Music
- Hand Craft
- Home Economics
- 11 English Literature

Spring Term.

- Method in Reading
- 12 Music
- Hand Craft
- Horticulture
- Home Economics
- 12 English Literature

Observation and practice teaching throughout the two years as the various subjects are taken.



PHYSICS LABORATORY.

Departments of Instruction.

Education	Natural Science
English	Agriculture
Latin	Drawing
History	Music and Reading
Mathematics	Home Economics

In the following pages a more detailed outline of the content of each course is given. Each term's work is designed by a number preceding the course. Thus when the numbers are grouped together, the course continues three terms—throughout the year. The number in parentheses following the title of each course refers to the number of recitations per week. When two numbers are given within these parentheses (2-3), the first numbers indicates the number of recitations, and the second the number of laboratory periods per week. The amount of credit allowed for each course is given at the close of each outline. Courses bearing numbers 1-6 are required of all students in the Rural School Course. Subjects taken regularly in the Normal Course bear numbers higher than six.

DEPARTMENT OF EDUCATION.

MR. DENNEY.

4. *Elementary Psychology.* (3) This course is intended to serve as an introduction to the problems and the nomenclature peculiar to the pedagogy work. Many illustrations will be drawn from the school work and from life at large to show that the teacher must develop both the mental and physical sides of the child. The work will cover the ground as outlined in a typical elementary textbook. Required. Fall term, five hours per week. One credit.

5. *Management.* (3) This course deals with the im-

mediate problems that confront the teacher in the class room. The aim is so to present the principles underlying management that the teacher may gain power in the art of governing. This will include a discussion of rules, punishments, incentives, programs, standards of conduct, conditions of easy control, school-room decoration, ventilation, etc. Required. Winter term, two hours per week. One credit.

6. *Rural School Method.* (5) This class will be organized during the spring term. A thorough discussion will be made of the principles underlying the work in rural schools. The class will be of special interest to students who do not intend to complete the entire course in pedagogy. Required. Spring term, three hours per week. One credit.

10. *General Psychology.* (3) This course includes a study of the nervous system, its structure, function, and significance as a basis for the study of mental phenomena, followed by a study of mental phenomena directly interesting to the teacher, such as: sensation, perception, conception, memory, imagination, emotion, volition, etc. The general purpose of the course is to lay a foundation for the course in method. Angell's *Psychology* is used as a text. Fall term, three hours per week. One credit.

11. *General Method.* (3) This course is a continuation of the work in psychology and will consider such topics as: aims in education, relative values of studies, interest and will, formal discipline, appreciation, correlation, formal steps, attention, induction and deduction, etc. General psychology is a prerequisite to this course. Bagley's *Education Process* and McMurrey's *Methods of the Recitation* are used as texts. Winter term, three hours per week. One credit.

12. *Special Method.* (3) This course is a continuation of the course in general method and will attempt to apply the principles of general method to each of the common school subjects. A study of the plans, devices, etc., peculiar to each of the subjects will be made in so far as time will permit. This course will serve as a prep-

aration for the teaching in the training school. The various state courses of study, books on special methods, and pedagogical journals are used as texts. Spring term, three hours a week. One credit.

13. *History of Education.* (3) The courses in History of Education are an extensive study of tendencies, reforms, new movements, and reformers, designed to give the student a better understanding and appreciation of the present educational conditions. Course 13 includes a study of Chinese, Grecian, and Roman educational systems, the rise and educational influence of Christianity, monasticism, the Universities, the Renaissance, etc. Monroe's *History of Education* will be used as a text. Fall term, three times per week. One credit.

14. *History of Education.* (3) This course deals with the rise and development of modern educational systems. The writings of Herbert, Rousseau, Pestalozzi, Mann, Froebel, Spencer and Harris will be read as far as time will permit. Winter term, three hours per week. One credit.

15. *School Administration.* (3) This course deals with the problems met in the organization and control of the schools found in the smaller towns and villages of the State. In so far as time permits thorough study is made of classification and grading of pupils, courses of study and grading of schools, examinations and promotions, selection of text-books, inspection of work in classes, records, reports, school finance, the school and the public. Perry's *Management of a City School* will be used as a text. Spring term, three hours per week. One credit.

16. *Primary Method.* Classes will be organized during the year, as demand warrants, in method work peculiar to the primary grades, as follows:

- a. *Method in Numbers*—one term.
- b. *Method in Story Telling*—one term.
- c. *Method in Reading*—one term.
- d. *Method in Language*—one term.
- e. *Method in History*—one term.
- f. *Method in Hand Craft*—three terms.

19. *Principles of Education.* (3) This course will attempt a discussion of the psychological and sociological principles underlying a few of the leading educational questions of the day. Assigned reading.

20. *High School Administration.* (3) This course will include a study of the origin and history of the high school, courses of study, correlation with the grades and with the college, social and psychological phases of the student life, programs, elective studies, types of secondary schools, and the general method of instruction best suited to students of this age.

21. *Play.* (3) This course deals with the psychological and the physiological values of play on the one hand, and the influence of organized play in school management on the other. Games suitable for each of the grades will be worked out, learned, and demonstrated by the class. Lecture one hour per week during each term and laboratory work on athletic field two days per week after school.

DEPARTMENT OF ENGLISH.

MR. MEADORS.

MISS WALDRAN.

MISS VAUGHAN.

The work of this department aims to awaken in the student a desire for self-improvement. It seeks to quicken his interest in the mother tongue, to familiarize him with the structure of the English language, and to lead him into a fuller appreciation of it as a means to culture and to success in any walk of life.

In a more specific sense, it seeks to broaden and enrich the student's vocabulary, and to aid him in recognizing and using the correct grammatical and idiomatic forms. It encourages him in practicing the sentence as the unit of expression of thought, and the paragraph as the briefest unit of discourse. It seeks also to develop in him a discriminating taste for the best in literature,

through much reading and discussion regarding its forms and content.

The fact that teachers are being prepared for the public schools, is kept constantly in mind. It is important that the prospective teacher see in every lesson a model. Besides this daily attention to method, a special method course in language work, grammar, and composition, for the grades above the second, is required of all seniors. A similar course in rhetoric and literature is required of those electing English as their major.

1. *Grammar and Composition.* (5) This course is given to prepare the student for the study of rhetoric, and to furnish opportunity for review of those seeking to prepare for teachers' examinations. New classes organized each term.

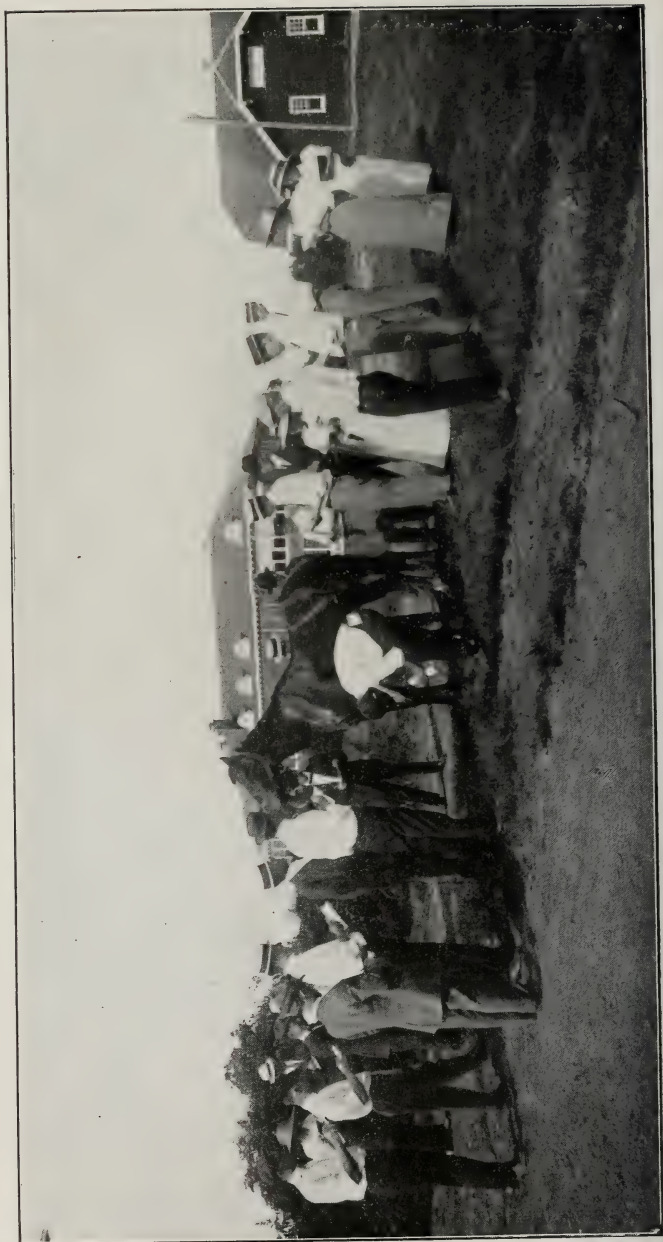
In connection with this course oral composition is stressed, with daily exercises in sentence writing. In oral work the stress at first is upon the telling of the story. This of itself is an incentive to correct language habit, and aids in overcoming timidity, and in helping the student to "think on his feet." Two terms. Five periods a week. One credit.

MISS VAUGHAN.

4-5-6. *Composition-Rhetoric.* (5) It is the purpose of this course to give the student a working knowledge of the principles of rhetoric. The emphasis is upon daily class exercises. The paragraph is practiced as the briefest unit possessing the qualities of the whole theme. Longer themes are assigned occasionally. Three terms. Five periods a week. Three credits.

MISS WALDRAN AND MISS VAUGHAN.

7. *Theme Writing.* (3) This course is intended to aid the student, who has completed the course of the Freshman year, in acquiring greater facility of expression through additional practice in writing in the four forms of discourse. Theoretical rhetoric will give place to practical composition. Daily class exercises with one longer theme each week. Required of all students who cannot pass a satisfactory examination on the equivalent of the



STOCK JUDGING—NORMAL FARM.

work done here. Fall term, three periods a week. One credit.
MISS WALDRAN AND MISS VAUGHAN.

8-9. *American Literature*. (3) A consideration of the social and intellectual forces in American life and history as they have found expression in our representative literature. Halleck's *American Literature* will be used as basis for discussion, and special attention will be given to New England and Southern authors. A number of classics will be carefully studied and much outside reading will be required. Two terms, three periods. Two credits.
MISS WALDRAN AND MISS VAUGHAN.

10-11-12. *English Literature*. (3) A study of the history of the periods and the biography of representative men of letters from Chaucer to Tennyson. The first term will include the study from Chaucer to Shakespeare; the second term, from Milton to Johnson; the third term, from Wordsworth to Tennyson. Much reading, in and out of class, will be required to acquaint the student with the characteristics of both writer and period. Macbeth, Milton's *Minor Poems*, Macaulay's *Life of Johnson*, and Carlyle's *Essay on Burns*, will be studied in class in the term in which each belongs. Three periods a week. Three credits.
MR. MEADORS AND MISS WALDRAN.

13-14. *Advanced Rhetoric*. (3) Abundant drill in planning, outlining and writing themes in the four forms of discourse, with the stress upon exposition and argument. As a basis for this work a prose reading course is carried on with it. Models for the four forms are studied in class. Though the higher qualities of style are sought, they are subordinated to those of clearness and force. Two terms. Three periods a week. Two credits.
MR. MEADORS.

5. *English Prose*. (3) The opportunity for wide reading of our best English prose is afforded by this course. Stevenson, Macaulay, Lamb, Dequincey, Thackeray, Burke and Carlyle will be studied in class. Assign-

ments for outside reading for reports. A written theme every two weeks. Three periods per week. One credit.

MISS WALDRAN.

16. *Methods in Elementary English.* (3) It is the purpose of this course to furnish helpful suggestions and material in language work and grammar, suited to all the grades above the second. Method and matter are presented together as far as possible. The relationship of English to other branches; how to make the other branches contribute to the teaching of language; problems in language study; etc., are discussed in class. Required of all seniors, but open to all who have had the equivalent of our elementary course. One term. Three periods a week. One credit.

MR. MEADORS.

17. *The English Drama.* (3) The rise and decline of the drama, its technique. Early miracle and morality plays assigned for class and outside reading. As wide a reading and study of Shakespeare as time will admit. One term. One credit.

MR. MEADORS.

18. *American Prose.* (3) This course offers an opportunity for studying different types of American prose. The essay, narrative and descriptive (Irving); the essay, meditative and philosophical (Emerson); the short story (Poe and Hawthorne); the oration (Webster and Lincoln). One term. Three periods a week. One credit.

MISS WALDRAN.

19. *Argumentation.* (3) This course is offered to those who desire special training for public speaking. The principles of argumentation, forms of argument and oratory, briefs, debates, and orations. One term. Three periods a week. One credit.

MR. MEADORS.

20. *Method in High School English.* (3) This course is required of all those who elect English as their major. Open to others by permission. The work covers advanced grammar, rhetoric, and literature. Lesson plans; outlines for the study of College Entrance Requirements in English; suggestions for note-book work and book reports. Discussions in class and reports on outside reading on the

various phases of the history of the teaching of English.
One Term. Three periods per week. One credit.

MR. MEADORS.

RURAL SCHOOL COURSE.

<i>Required Readings for Class work.</i>	<i>Parallel Reading for Book Reports.</i>
Selections Hawthorne,	Ivanhoe
Irving and Addison	Treasure Island
Old Testament Narratives	Silas Marner
Franklin's Autobiography	
Lady of the Lake	
Merchant of Venice	

FRESHMAN.

Short Stories, selected	House of Seven Gables
Essays, selected	Scarlet Letter
Washington's Farewell Address	Last of Mohicans or Spy
Webster's Bunker Hill Oration.	A recent Novel, selected
Julius Caesar	

SOPHOMORE.

Macbeth	Vicar of Wakefield
Milton's Minor Poems	Tale of Two Cities
Macaulay's Life of John- son	Mill on the Floss
Carlyle's Essay on Burns	Pilgrim's Progress

JUNIOR.

Selections from Macaulay,	Last Days of Pompeii
Burke, Lamb, DeQuin- cey, Stevenson, Carlyle, And Thackeray.	David Copperfield
	Quentin Durward
	Adam Bede
	A recent Novel, selected

SENIOR.

As the work for this year is largely elective, greater liberty in the selection of outside reading will be permitted. Special assignments of readings will be given, conforming as far as possible to the class work.

DEPARTMENT OF LATIN.

MR. CUBAGE.

4. *Beginners' Latin.* (4) First thirty lessons D'Ooge's Latin for Beginners. Careful drill on pronunciation, forms and vocabularies. First term. Four hours per week. One credit.

5. *Beginners' Latin.* (4) Continuation of 1. From lesson thirty-one to sixty-one. Special attention to adjectives, irregular verbs, and other forms. Second term. Four hours per week. One credit.

6. *Beginners' Latin.* (4) Continuation of 2. Study of moods. Exercises in translating English into Latin. Selected Latin Reading. Careful study of all forms and constructions found in these extracts. Third term. Four hours per week. One credit.

7. *Caesar.* Book II. (3) Review pronunciation and Latin forms. Study of uses of cases, moods, indirect discourse, etc. Text: Allen and Greenough. Daily work in Latin Grammar. Three hours per week. First term. One credit.

8. *Caesar.* Book I. (3) Continuation of reading, Much attention given to construction. Composition. Second term. Three hours per week. One credit.

9. *Caesar.* Books III and IV. (3) Continuation of 6. Composition continued. Construction stressed. Much sight reading. Third term. Three hours per week. One credit.

10. *Cicero.* (3) First Oration against Cataline. A hasty review of forms. Much attention to construction, with special attention to the cases. Daily work in Latin Grammar. Three hours per week. First term. One credit.

11. *Cicero.* (3) Continuation of 7. Second and Third Oration against Catiline. Grammar and construction work, with special attention to mood. Composition. Second term. Three hours per week. One credit.

12. *Cicero.* (3) Continuation of 8. Fourth Oration against Catiline; the Poet Archias; review principles of

syntax. Composition continued. Much sight reading. Third term. Three hours per week. One credit.

13. *Virgil*. Book I. (3) Forms and constructions studied. Attention to quality, rhythm, and versification. Attention to Mythology. Text: Greenough and Kittridge. First term. Three hours per week. One credit.

14. *Virgil*. Book II. (3) Continuation of 10. Careful reading. Scansion. Mythology. Second term. Three hours per week. One credit.

15. *Virgil*. Books III, IV and V. (3) Continuation of 11. Much sight reading. Mythology continued. Papers prepared on assigned topics. Third term. Three hours per week. One credit.

19. *Methods in Latin*. (3) This course embodies a review of courses 7-8-9, together with a study of methods of teaching those courses. This course has been organized because of the realization of the fact that most of the troubles arising in the study and teaching of Latin may be traced to lack of thoroughness in the first year's work. Required of all who seek credit in Latin. One credit. Three hours per week for one term. Given the first and second terms, if not fewer than five students apply.

20. *Mythology*. (3) This course is given for the purpose of encouraging a greater appreciation of history, literature and art, and of studying the influence of Grecian and Roman Mythology on these subjects. Given only when the demand for course 19 is insufficient to justify the organization of a class. Three hours per week for one term. One credit.

Parellel readings on related history will be required of all students in each course.

DEPARTMENT OF HISTORY.

MR. WOMACK.

MR. MCBRIEN.

1-2. *United States History*. (5) The first term's work of this course includes a study of the European back-



ground of American history, the colonial period, and the separation of the colonies from the mother country. Emphasis is placed on the experiments of the state in forming a union and the nature of the government finally set up.

The work of the second term covers such topics as the rise of parties, the spread of democracy, the extension of territory, the slavery controversy, Civil War and reconstruction, and the period of national development. Much attention is given to the study of current events, and to map and note-book work. Required of students in the Rural Teachers' Course, who have not had the equivalent. Fall and winter terms; a more rapid review in the spring and summer terms. Five hours per week.

MR. WOMACK AND MR. MCBRIEN.

3. *Civil Government.* (5) This course deals in an elementary way with the government of both the state and the nation. The aim is to acquaint the student with the actual work of the government of his own state in particular. This course should be taken by all students reviewing for teachers' examinations. Required of those taking the Rural Teachers' Course. Offered in both spring term and summer term.

5. *Greek History.* (5) This course is prefaced by a brief survey of the contributions of Oriental nations to world civilization. In Greek history emphasis will be placed on the character of the people, the geographic influence on Greek character, institutional life, the achievements of the Greek in art, literature and science and the spread of Greek culture by Alexander's conquests. Considerable source material is used and much attention given to biography.

MR. MCBRIEN.

6. *Roman History.* (5) Very little time will be given to regal Rome. The geography of Italy contrasted with that of Greece and its influence on Roman history noted. Other topics of importance are: the struggle of the plebeians, territorial expansion, colonial policy, causes of the decline of the Republic and the establishment of the

Empire, the beginnings of Christianity, the political organization of the Empire, the barbarian invasions, and the fall of the Western Empire. Considerable map work and collateral reading. Spring term. MR. MCBRIEN.

7. *European History, medieval period.* (3) In this course the history of Europe from the Germanic invasions to the beginning of the fourteenth century will be covered. A few of the more important topics are: the Rise of the Papacy, Charlemagne's Empire, Feudalism, the development of England and France, conflict between the church and the Empire, and crusades. Fall term. One credit.

MR. WOMACK.

8. *European History, later medieval and early modern period.* (3) A continuation of course 7. This term's work includes a study of medieval culture, the movement for reform, the Renaissance, the Protestant Revolt, the Catholic Reformation, and the religious wars. It closes with the Treaty of Westphalia. Map and reference work as above. Winter term. One credit.

MR. WOMACK.

9. *European History, later modern period.* (3) A continuation of course 8. The constitutional development and territorial expansion of England, absolutism in France, the rise of Prussia and Russia, the French Revolution, the work of Napoleon, and the unification of Italy and Germany are some of the topics considered. Spring term. One credit.

MR. WOMACK.

Note—Courses 7-8-9 constitute the work of the Freshman Year in history. Each student should have Robinson's History of Western Europe and Robinson's Readings as texts. Much collateral reading and note taking required and several maps prepared.

8a-9a. *Historical Biography.* This course deals largely with biographical material selected from different ages and countries. The aim is to give the teacher a fund of biography upon which she may draw in teaching children in the lower grades. Required of students in the Primary Teachers' Course. To be outlined more fully later. Not offered in 1914-1915. Two terms.

MR. WOMACK.

10. *English History to 1337.* (3) The first term's work in English History covers the period from the earliest time to the beginning of the Hundred Years' War. It includes a study of the race characteristics of the people who later became the people of the English nation, a study of the development of their institutions and of the effect of the geography of the island on their manner and customs. The problems underlying the founding of English national unity and the evolution of England as a nation will be given due consideration. The greater part of the reference work in this and the two succeeding terms will be given that a broader knowledge of the more important economic, social, political, and religious changes may be obtained. Fall term. One credit. MR. MCBRIEN.

11. *English History 1337-1698.* (3) English social problems of this period will receive but scant attention. The religious, economic and political questions, however, with the effect of their internal and international complications will be studied with a great degree of care. English territorial expansion, particularly England's western expansion, will be considered from the standpoints of both English and American history. More reference work will be required in this term than in the preceding term. Winter term. One credit. MR. MCBRIEN.

12. *English History 1689 to the present.* (3) The work of the third term includes a review of the circumstances that called into being the principal English constitutional doctrines and a comparison of their principles with those found in the constitution of the United States. Congressional, judicial and executive practices in the government of the United States compared with those in English government, and further studies in the development of English institutions will be made. Spring term. One credit. MR. MCBRIEN.

Courses 10-11-12 elective. Texts: Cheyney's Short History of England and Cheyney's Reading in English History.

13. *Advanced American History 1750-1815.* (3)

While this course properly begins with the causes of the separation of the colonies from England, a brief survey of colonial history will first be given by way of introduction. Particular attention will be given to the causes of the American Revolution, a growth of the idea of union, the "critic period," the making of the constitution, and the rise of parties in the new republic. Frequent reference to the works of Fiske, Walker, McMaster, Bassett, and others. Courses 13-14-15 required of all students. Open to juniors and seniors only. Text: Muzzey's American History. Fall term. One credit. MR. WOMACK.

14. *Advanced American History 1815-1865.* (3) A continuation of course 13. It deals with the growth of sectional interests and traces the connection between our westward expansion and the institution of slavery. The library is well supplied with standard reference books dealing with this period and much collateral reading is required. Winter term. One credit. MR. WOMACK.

15. *Advanced American History 1865-1913* (3) This course deals with the social, political and economic readjustments since the Civil War. The beginnings of present day problems noted. In the reconstruction period special attention will be paid to reconstruction in Arkansas. Considerable time given to special reports on questions of current interest. Spring term. One credit. MR. WOMACK.

16-17-18. *History of Modern Europe.* (3) A study of modern European history from the beginning of the French Revolution to the present. Texts: Robinson and Beard's Development of Modern Europe, volumes 1 and 2. Not offered in 1914-1915. Elective. Three credits.

19. *Teaching of History.* (3) A study of the aims and methods of history teaching with special refernece to the work of the grammar grades. Much attention given to the telling of stories. Lesson plans required. The problem of emphasis and omission and the place of collateral reading in the history course discussed. Students will examine a number of text-books with a view of finding



what are the marks of a good book for class use. The discussions will be based on McMurry's Special Method in History, and History Teacher's Magazine. Offered during the term when there is the greatest demand. Required of seniors making history their major. One credit.

MR. WOMACK.

20. *American Government.* (3) This course deals with the organization and actual working of national, state and local government in the United States. Stress is laid on the way government is carried on today,, rather than on the theories of a century ago as to how it ought to be carried on. Each student is required to keep himself informed on current questions, and encouraged to cultivate the habit of keeping up with his own times. Required of all students. Open to juniors and seniors. Text: Garner's Government in the United States. One credit.

MR. WOMACK.

DEPARTMENT OF MATHEMATICS.

MR. BRENNAN.

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1-2. *Arithmetic.* (5) This will be a review and extension of work already done; the investigation and development of arithmetical formulas, and the solution of problems by their means. The subject will be presented in its relation to other subjects of mathematics and science. Five hours a week, two terms. One credit. MR. BRENNAN.

4-5-6. *A First Course in Algebra.* (3) One year's work to the close of Quadratic Equations. Three terms. Three credits.

MR. BRENNAN.

7-8-9. *Plane Geometry.* (3) The usual five books, with originals. Courses 3-4-5, or their equivalent prerequisite. Three hours per week. Three credits. Text: Wentworth-Smith.

10-11-12. *Advanced Algebra.* (3) Course 10 will be a review and broadening of courses 3-4-5. Courses 11 and 12, "Quadratics and beyond"; permutations and com-

binations, complex numbers, theory of Equations, determinants, partial fractions, logarithms, continued fractions, inequalities, variation, probability, scales of notation. Required of all candidates for graduation. Three hours a week throughout the year. Text to be selected. Three credits.

13. *Solid Geometry*. One term of thirteen weeks. Three hours per week. Text: Wentworth-Smith. Elective. One credit. MR. BRENNAN.

14-15. *Plane Trigonometry*. Two terms. Three times a week. Text: Granville. Elective. Two credits. MR. BRENNAN.

16-17-18. *Analytical Geometry*. (3) One full year's course. Three hours per week. Elective. Three courses. Text to be selected. Three credits. MR. BRENNAN.

DEPARTMENT OF NATURAL SCIENCE.

MR. BUCHHOLZ.

MR. CORDREY.

1-2-3. *General Science*. (2-3) This course includes experiments of an elementary character intended to familiarize the student with a series of natural phenomena and their explanation, to teach him how to devise and manipulate simple apparatus, and to keep an intelligent record of the same. Such fundamental topics as have a practical bearing on agriculture are emphasized. It also gives a thorough preparation for all subsequent science work, and affords a practical training for teachers. The experiments are performed by the students themselves, with only the most difficult demonstrations by the instructor. Assignments for recitations are made from a text (to be announced later), and from a list of elementary text-books in the library. This course is required of all students and is prerequisite to the other science courses

and to agriculture. Two recitations and three hours laboratory work per week. Three terms. Three credits.

MR. BUCHHOLZ, MR. CORDREY.

3a. *Geography*. (5) Commercial Geography, as related to conditions prevailing among the nations of the earth will be made prominent. The influence of location, climate, social conditions, and trade facilities, the study of areas of production, means of transportation, and adaptability to manufacturing enterprises will also be considered. This naturally leads to a study of industrial phases, labor questions and economic problems; hence the aim of the course will be to present this subject in such way as to furnish the students with such material as will enable them to vitalize geography and train them into the habit of observing, comparing, and judging as to the means at hand for "possessing the earth" in its highest and best sense. Five hours per week. One credit.

6. *Physiology and Hygiene*. (3-2) The student entering upon this course is expected to have completed 1-2-3 general science or the equivalent. A text-book is supplemented by laboratory work. Special topics are assigned on hygiene, involving questions such as insects and tuberculosis, sanitation of the home, of the schoolroom and grounds, the hookworm campaign, etc. Required in Rural Teachers' Course. One credit.

Note—This course should precede 7-8-9, or it should be taken not later than during the same term as course 7.

7.8-9. *Animal Biology*. (2-3) In this course a number of animal types are studied with emphasis on their physiology and life history. The phylogeny of animals forms a basis for the organization of the course, following a preliminary study of the arthropods. Attention is given to the economic importance of insects and parasites, also to the micro-organisms and their role in nature. Animal evolution, behavior, instinct, and kindred topics are emphasized. The study of vertebrates developed by a preliminary study of the arphioxus, followed by the fish, the frog, and the mammal. The student is required to keep a

note-book covering the laboratory work. This consists of a series of drawings of the structures studied and records of the experiments performed. Students must furnish their own material for study. Such animals as cannot be obtained readily when they are needed are supplied at a minimum cost, and every opportunity given for collecting the material in advance. Two recitations and three hours laboratory per week. Three credits. MR. BUCHHOLZ.

7a. *Animal Life*. A study of available zoological material for use in nature study work in the grades, together with method. One term. One credit.

8a. *Method in Geography and Nature Study*. This course will be given in the winter term and in the summer term if there is sufficient demand. One credit.

9a. *Plant Life*. A study of available plant material for use in nature study work in the grades. Considerable attention is also given to the interrelation of plants and animals. Spring or summer term. One credit.

10-11-12. *Botany*. (2-3) The early part of the course is devoted to a thorough study of the biology of some plant taken as a type. This is followed by a structural study of types from the plant kingdom, beginning with the unicellular form and developing the principles of classification. The higher plants are studied largely by analysis. In the spring and fall of the year field trips are taken for collecting and for study of ecology. The practical side of botany is emphasized throughout the course. Text for class work: Bergen and Caldwell's Practical Botany with laboratory work assigned from various manuals in the laboratory. Prerequisite: 1 and 2 General Science. Two hours recitation and three hours laboratory per week. Three credits. MR. BUCHHOLZ.

13-14. *Physical Geography and Geology*. (3-1) In addition to the usual topics covered by a course in physiography, some time in the course is devoted to a study of the earth as a planet and its relation to the solar system. The study of the physiographic processes is supplemented by demonstrations and field work. Some laboratory work



is also done, including map studies of topography. Occasionally illustrated lectures are given on a series of connected topics bearing on physiography. Prerequisite: 1 and 2 General Science, or the equivalent. Fall and winter term. Two credits.

15. *Historical Geology*. (2-3) This course follows the above course and is intended to give the student a general introduction to the earth's history. Some exercises on selected topics are assigned from the reports of the Arkansas Geological Survey. A typical collection of fossils in the laboratory is used to demonstrate the succession of life. The stratigraphy of this locality is studied on field trips. A note-book and some laboratory work is required. Spring term. One credit.

Note—Courses 13-14-15 will not be given in 1914-1915 unless six or more apply.

16. *Physics*. (2.3) This portion of the course covers: measurement; mechanics of gases, liquids and solids; molecular motions; force and motion; molecular forces; expansion of solids, liquids and gases. Fall term. Two recitations per week, three laboratory periods. Prerequisite: Algebra and Plane Geometry. One credit. MR. CORDREY.

17. *Physics*. (2-3) A continuation of the above course covering the following subjects: work; heat and mechanical energy; transference of heat; magnetism; electricity. Two recitations, three laboratory periods per week. Prerequisite: Algebra and Plane Geometry. One credit. MR. CORDREY.

18. *Physics*. (2-3) The above course is concluded with the following subjects: electricity; sound; light; invisible radiations. A part of the time is devoted to a review of some of the year's work and to the solution of special assigned problems. Two recitations, three laboratory periods per week. Prerequisite: Algebra and Plane Geometry. One credit. MR. CORDREY.

19. *Laboratory Physics*. Students who have had a course in physics with laboratory work elsewhere, when such course is not equivalent to physics 16, 17, 18, may

make up such deficiencies by satisfactorily performing the experiments outlined in this course. Such students shall present the note-book showing the work covered in their former laboratory work, after which the list of laboratory exercises will be assigned. Prerequisite: Algebra, Geometry and a course in physics. One to two credits.

MR. CORDREY.

20-21-22. *General Chemistry*. (2-3) Students taking this course are expected to have completed at least Physics 16 and 17. Two terms are devoted to a study of the general principles of chemistry giving special attention to the chemistry of industry. The work of solutions includes a thorough study of the theory of electrolytic dissociation and the formation of ions and the work is developed from this standpoint. Emphasis is also placed upon nomenclature. The problems accompanying the text are assigned regularly. The latter part of the spring term is devoted to a review of the year's work. The laboratory work here develops the fundamentals of qualitative analysis. Text: McPherson and Henderson. Recitations, two; laboratory, three periods per week. Prerequisite: Physics 16 and 17 or the equivalent. Three credits. MR. CORDREY.

23-24. *The Teaching of Biology*. (2-3) Laboratory technique receives considerable attention in the early part of this course. Methods of staining and mounting temporary and permanent microscopic slides are taught, with considerable practice work in this direction. Students are allowed to keep their slides when they pay for the materials used, and opportunity is given for making sets for botany, zoology and physiology. Some attention is given to the methods in setting up experiments, such as osmosis, plant and animal physiology demonstrations, and their like; methods of preserving material, collecting and mounting plants and insects. The equipment of a laboratory and the arrangement of its interior are also considered. Elementary text-books in botany, zoology and physiology and the various methods of instruction are discussed. Prerequisite: Animal Biology and Botany. Two credits.

MR. BUCHHOLZ.

25. *The Teaching of Physical Science.* (3-1) This is a course intended for those who expect to teach physics or elementary science in the high schools. The equipment and maintenance of a laboratory receives considerable attention. Each student is required to select a list of apparatus to cover a given list of experiments, from the standpoint of economy and utility. The making of apparatus receives attention and various pieces of apparatus will be assigned to the members of the class for construction or repair. The various high school texts are considered as well as a discussion of the methods of conducting recitations, class demonstrations and laboratory work. Prerequisite: Physics and Chemistry. One credit.

MR. BUCHHOLZ OR MR. CORDREY.



HOME ECONOMICS—COOKING.

DEPARTMENT OF AGRICULTURE.

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Since the law now requires the teaching of Agriculture and Horticulture in all the common schools of the State, it will be conceded that practical as well as theoretical instruction should be given the teachers of these subjects. The Normal School is attempting to give both of these types of training. Much work is required of the students in the way of reading the government bulletins, farm journals, and reference books, and they are also required to study some good text. In addition to this, the students are expected to take part in the practical work of the farm. They are in close touch with demonstration work, such as plowing, the use of fertilizers, preparation of the soil and cultivation of farm crops. Instruction is also given in pruning, grafting and budding, microscopy, seed selection, and the study of insect life, helpful and hurtful to farm products. Animal husbandry, including stock judging and dairying, also has its share of attention. A model barn has been erected, pens and houses have been provided for poultry and swine, and these have been stocked with the best breeds obtainable. A greenhouse has also been constructed and students are taught how to care for and propagate forms of plant life that require more than ordinary care and attention. Recent additions to the laboratory and farm equipment should make the work more efficient and profitable.

The following courses are offered by the department:

Science 1 and 2. Science 1 and 2, or equivalent, are prerequisite to all courses in Agriculture except non-credit review courses. See under department of natural sciences.

3-4. *Agriculture.* (3-4) These courses consist of textbook work, reports, discussions, laboratory, field and greenhouse work covering in an elementary way such topics as, (1) soils; physical and chemical constitution, conservation of moisture, drainage, commercial and farm fertilizers, (2) farm crops; seed selections, local adaptation, culture, rotations, (3) vegetable gardening, fruits and

fruit culture, plant diseases, (4) selection and care of farm animals, feeds and feeding, etc.

Three recitations and four hours laboratory, field and greenhouse work per week required. Course 3 will be given regularly in the fall term and course 4 in the spring term. Prerequisites, Science 1 and 2, or equivalent. Required in Rural School Course. Two credits.

5. *Rural Economics and Social Life*. This is a non-technical course dealing with the problems arising from rural economic and social life. Such topics as rural population, isolation, co-operation, purposeful organization, rural sports and recreation, rural health, good roads, the school a community center, etc., will be discussed. The point of view is that of the prospective rural teacher as a community leader. The material used throughout is concrete. Students get from this course, (1) ideals as to what a rural community should be, (2) methods of investigating and analyzing the social and economic conditions of a community, (3) concrete, workable plans for bringing about the organization and co-operation necessary for the accomplishment of desired results. Required in Rural School Course. One credit.

10. *Agronomy*. (3-2) This course covers in a much more intensive way than course 3 the work on soils and crops, going into details as to origin of agricultural soils, physical and chemical composition, control of soil water, methods of developing and conserving fertility, fertilizers, crop rotation, historical development of farm crops, plant breeding, local adaptation of farm crops, cultivation and harvesting, grain and fibre judging, etc. The work is illustrated by experiments and demonstrations on the school farm and in the laboratory. Numerous reports on outside reading and observation will be required of each student. Three recitation and two laboratory periods per week. Fall term. One credit.

11. *Animal Husbandry*. This course includes a brief study of the historic development of the most used breeds of farm animals and a more extended study of present-day types. Livestock judging, feeds and feeding, dairy-



ing, stock-farm management, diseases of farm animals, etc., will be discussed at length. Animals from the school farm and from the surrounding country will be secured for the study of types and for practice in judging. Winter term. One credit.

12. *Horticulture and Farm Management.* (2-3) The course is begun with a study of plant propagation by seeds, cuttings, layering, budding, grafting and crossing. This is followed by a study of vegetable, school and ornamental gardening; orcharding, small fruits; fruit and garden soils; cold frames and hot-beds; greenhouse plants and greenhouse management; plant disease and insect pests and their control, etc. The school garden, greenhouse and orchard furnish ample material for laboratory work.

Two or three recitations will be devoted to a discussion of the more salient problems in farm management, after which students will be asked to complete the work by handing in written reports on assigned reading and observation. Two recitations and three laboratory periods per week. Spring term. One credit.

15. *Farm Management.* This course considers the farm from the standpoint of a business enterprise. It attempts to organize the different factors of production, marketing, maintaining soil fertility, etc., in such a way that the farm, as a whole, will pay a good labor income. It also sets up norms which are a guide to the farmer in studying his business. Some of the more important topics discussed are; intensive vs. extensive farming; diversified and specialized farming; maintaining the fertility of the soil and profits; livestock problems and farm management; size of farm; capital; farm labor; cropping systems; farm records and accounts, etc.

Review Course in Agriculture. Students who have had some agriculture, but who feel the need of a general rapid review of the subject for the purpose of passing examinations or other reasons, may take the review course. Spring term. Normal school credit will not be given for this work.

Note—Courses 10, 11 and 12 constitute a year's work in agriculture. Each course is designed to be a unit in itself, hence the courses may be taken in any order.

More advanced elective courses in agriculture will be offered as soon as six or more students call for them.



SCHOOL GARDENING.



A FAIR YIELD OF SWEET POTATOES—NORMAL FARM.

DEPARTMENT OF DRAWING.

MISS BERNARD.

1. *Elementary Drawing.* (3) Elementary lessons in color and form. Blackboard sketching with special reference to illustration of grade work.

Elementary design for the purpose of teaching children to make objects of interest in connection with school work, such as booklets, folders, calendars and blotters. Three hours per week. Two-thirds credit.

2. *Object Drawing.* (3) Blackboard sketching of object work in pencil, charcoal and other mediums to develop manual skill and sense of form. Three hours per week. Two-thirds credit.

3. *Applied Drawing.* (3) Application of the various lines of work to public school conditions. Note-books, with examples of drawings in color, pencil, and various mediums used during the year, bound by students, with original designs for covers. Three hours per week. Two-thirds credit.

The State Course of Study in Drawing for rural schools is used as basis for all the work done in this year's course.

7. *Advanced Drawing.* (3) Still life in charcoal and water color. Autumnal plants and flowers drawn in pencil and water color. Design and application. Action drawings. Picture study: first, second and third grades. Elective in Normal Course. Two-thirds credit.

8. *Advanced Drawing.* (3) Continuation of first term's work. Picture study, fourth, fifth and sixth grades. Elective in Normal Course. Two-thirds credit.

9. *Special Methods in Drawing.* (3) A brief course in art history in connection with picture study, for seventh and eighth grades. Review and Normal Methods. Elective in Normal Course. Two-thirds credit.

DEPARTMENT OF MUSIC AND READING.

READING.

Reading in the public school continues to be a subject for which we find few well-prepared and successful teachers, and yet all teachers in all grades of the public school are expected to teach this subject.

2. *Reading.* (5) In this course we aim to teach the teacher to read intelligently with the proper interpretation, enunciation, articulation and pronunciation, showing the correlation of reading with all other subjects in the curriculum and also to give her a definite idea how to teach children to read.

The classes will be required to take up the school readers by grades and study them carefully, step by step, with proper emphasis on the correct position of body, breathing and placement of tone. Opportunity will be given for students in this course to work out these ideas practically by actual teaching of reading in the practice school. Required in Rural School Course. Five recitations per week. One credit.

13-14-15. *Expression.* (1) This course is designed for those who are interested in expression as a fine art and have special inclination or talent in this line. Elective in Normal Course. One hour per week. Three terms. One credit.

MUSIC.

The study of music is assuming more importance in public and high schools of the state, and trained teachers are in demand. The system known as departmental work is being adopted in many schools where the teacher is expected to teach a certain grade and the music of the entire building.

This ability to teach music in connection with grade work will improve the candidate's chances of obtaining a position as well as higher remuneration. We are in accordance offering a well-defined course in public school methods, covering the eight grades of public school as well as specific work in specified grades.

4-5-6. *Rudiments of Music.* (2) In this course we aim to give the student a foundation of musical knowledge sufficient to enable him to teach this subject in the school-room. Voice placement, breathing, control of breath and body in singing. Scale building, reasons for sharps and flats. Introduction to the keyboard, ear training, chord writing and hearing minor scales taught independently and not in relation to major scales. Recognition of minor songs and songs with minor effects. Melody writing, study of intervals and individual sight singing. Two recitations per week. One credit.

7-8-9. *Public School Music Methods.* (2) This course includes the following topics: Purpose of public school music; correct position of the body; breathing exercises; the child voice-care and development; voice placing and training; relation between speaking and singing voice; notation; ear-training; rythm vocalizing; beating time; sight reading; tone thinking; visualizing; individual singing; how to correct monotone; use of pitch pipe; general directions for daily use; rote songs—how to teach; song interpretation; part singing—how to secure results; organization of work throughout the grades; selection of song; use of baton; seating of room or class; discipline; relation of teacher to the supervisor and superintendent, programs for special days; entertainment and commencement exercises. Opportunity will be given to teach the subject in the training school. Three terms. Two hours per week. One credit.

10-11-12. *Advanced Music.* (2) This course is arranged for students who have special talent in music and expect to conduct high school choruses and glee clubs.

Introduction to harmony, scale and melody writing, chord reading, form and analysis, interval and two-part writing, trials, cadences, modulation, ear training dictation, chorus conduction, introducing the use of baton, management of high school choruses and glee clubs, simple choruses, anthems and cantatas will be sung.

Program for entertainment and commencement exercises. A small amount of musical history will be given,

illustrated by selections from prominent works, to encourage and foster the love of good music. Three terms. Two hours per week. One credit.

DEPARTMENT OF HOME ECONOMICS.

MISS RANDALL.

7. *Cooking*. (2) Study of bacteria, yeasts and molds of food in general, as to their food values, composition, digestibility and methods of preparation. One-half credit.

9. *Cooking*. (2) Batters—objects: acquaintance with kinds, as to consistency and composition gained by preparation and comparison.

Study of flours, kinds of wheat used, composition of flour determined by laboratory tests. Pre-requisite 7. One-half credit.

11. *Cooking*. (2) Planning of menus, preparation and service of formal and informal breakfast. Preparation of new breakfast dishes, ices, canning of fruits, jelly, Pre-requisite 7. One-half credit.

13. *Advanced Cooking*. Teaching of Home Economics; making of lesson plans; planning of courses; equipping departments. Practical teaching may be done in connection with this course. Preparation of soups, vegetables, coffee, tea and cocoa. Canning of vegetables, making of jellies.

15. *Advanced Cooking*. Preparation of meats, breads, salads, cakes. General theory and theory of digestion; study of hygiene and household sanitation.

17. *Advanced Cooking*. Preparation of desserts. Planning preparation and service of a luncheon. Household problems. Other courses the same as in catalog.

8. *Sewing*. (3) Sewing apron, corset cover—drafted and made. During the making of these garments the different stitches and seams are taken up and methods of teaching them to children discussed. Christmas novelties. Three hours per week. One-half credit.

10. *Sewing*. (3) Underskirts—drafted and made. Drawers, drafted and made. Study of textile fibers. Pre-requisite 8. One-half credit.

12. *Sewing*. (3) Textiles: fabrics—manufacture, ancient and modern. Methods of adulteration; tests for discovering adulterations. Night-gown, drafted and made. Pre-requisite 10. One-half credit.

14. *Sewing* (3) Commercial patterns. Comparison of gingham dress; problem of checks and stripes. Christmas novelties. Pre-requisite 12. One-half credit.

16. *Sewing*. (3) Tailored skirt and lingerie waist. Pattern drafted. Pre-requisite 14. One-half credit.

18. *Sewing*. (3) Handwork: application of designs to household linens, draperies, etc. Good and poor designs. Hemstitching, hemming, and darning linens.

Embroidery: French and eyelet, cross-stitch, punch work, plain and Irish crochet. Pre-requisite 12. One-half credit.

Note—Two or more pieces required of each student.



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The Arkansas State Normal School

VOL. IV.

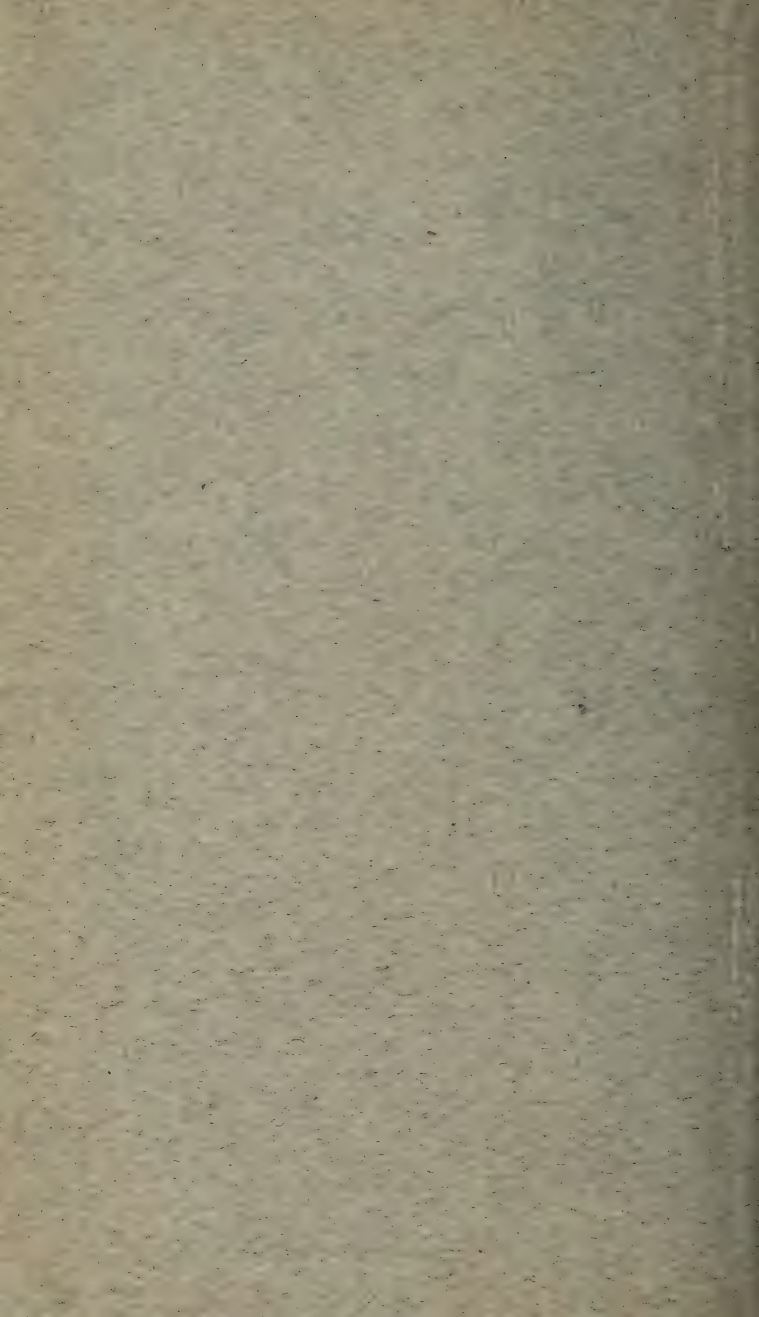
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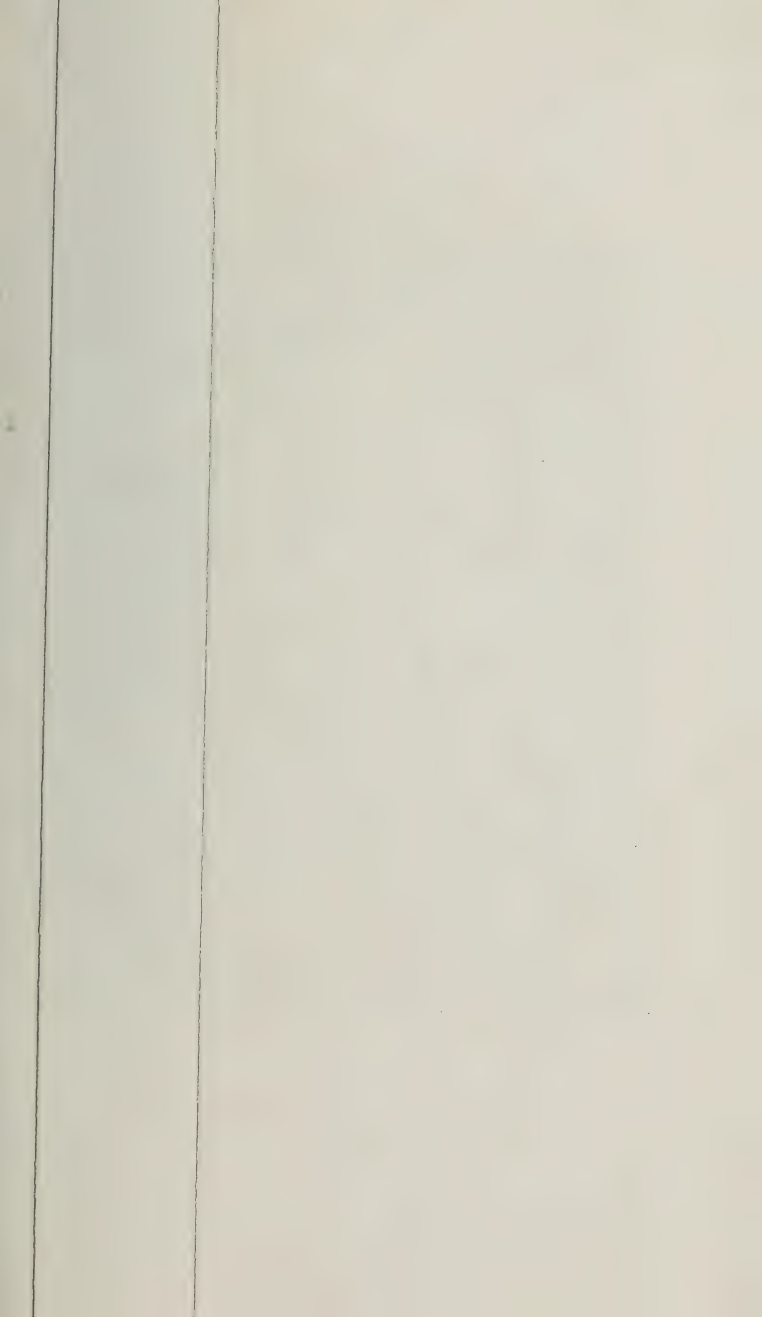
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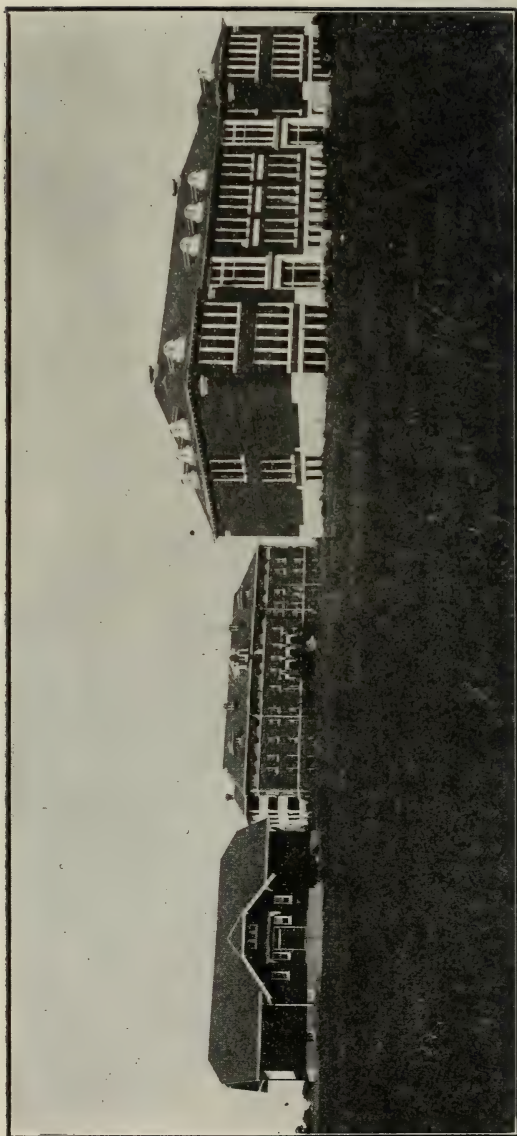
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NORMAL BUILDINGS

Calendar.

First term opens.....	September 18, 1916
First term closes.....	December 23, 1916
Second term opens.....	January 1, 1917
Second term closes.....	March 19, 1917
Third term opens	March 22, 1917
Third term closes.....	June 1, 1917
Summer term opens.....	June 4, 1917
Summer term closes.....	July 27, 1917

SPECIAL DAYS.

Thanksgiving.....	November 24, 1916
Christmas	December 22 to January 2
Memorial, Robert E. Lee.....	January 19, 1917
Memorial, George Washington.....	February 22, 1917

COMMENCEMENT EXERCISES.

Annual sermon	May 27, 1917
Class exercises	May 28, 1917
Senior exercises	May 29, 1917
Closing exercises	10:30 a. m., June 1, 1917

Board of Trustees.

HON. GEO. B. COOK, State Superintendent, Little Rock	<i>President</i>
HON. B. W. TORREYSON, Professor of Secondary Education, Little Rock.....	<i>Secretary</i>
HON. RUFUS G. MCDANIEL, State Treasurer, Little Rock.....	<i>Treasurer</i>
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JOHN JAMES DOYNE,
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Heads of Departments.

RICHARD ELWOOD WOMACK, A. B., A. M.
History.

ANDREW JACKSON MEADORS, A. B., A. M.
English.

* JOHN THEODORE BUCHHOLZ, A. B., S. M.
Science.

CHARLES CROCKETT DENNEY, S. B.,
Education.

JOHN GRANVILLE CUBAGE, A. B.
Latin.

EDWARD ALBERT BRENNAN,
Mathematics.

KEITH LEAMING HOLLOWAY,
Agriculture..

Associates.

IDA WALDRAN,
English. Dean of Women.

ROSEBUD VAUGHAN, A. B.,
English.

EVERETT E. CORDREY, Pd. B., S. B.,
Science, (Acting head, 1916-1917).

* Granted leave of absence for 1916-17.

DEAN DEPEW McBRIEN, A. B.,
History.

G. D. ESTES, B. C. E.,
Mathematics, Athletic Director.

MARY M. GUILBEAU, S. B. A. M.
Supervising Teacher.

** _____
Science.

Special Departments.
MARY AUGUSTA BERNARD,
Drawing and Penmanship.

LEAFFA RANDALL, S. B.,
Home Economics.

IVY CALHOUN,
Librarian.

MARIA A. COPELAND,
Piano.

LILA WADE HARRELL
Music and Expression.

MRS. D. L. SHIPP,
Matron, Girls' Dormitory.

MRS. JOSIE HILDRETH,
Housekeeper, Girls' Dormitory

HALEEN ALLEY,
Secretary.

PETE WISEMAN,
Farm Manager.

** To be supplied.

General Information.

INTRODUCTION.

The record of the State Normal School for its eight years' existence is one worthy of note on account of the steady increase in enrollment each year, the marked improvement in the character of work done by the student body, and in the interest that has been aroused through their efforts, in Normal School work. It is unfortunate that school directors, either through indifference or necessity, are still employing immature or untrained teachers for the work in our public schools. They fail to look upon their office as one of grave trust and great responsibility. They fail to recognize the fact that a child in the rural school is as much entitled to the very best, wherever it is possible to be secured, in training or discipline as the child who is given the advantages of town or city school life. They fail especially to appreciate the fact that a trained teacher at a good salary is worth more to the community and will do more effective work in the schools in one season than the untrained teacher, except in rare cases, will be able to do in a much longer period.

More than one thousand so-called teachers in this State abandon their work after one year's effort, either because they recognize the fact that they are not suited for the work or because something more to their tastes invites them. Their places must be filled by others, and the conviction is steadily fastening itself upon the school directors and patrons in the more progressive districts that the novice in teaching will only in rare cases prove satisfactory. Thus there is a growing demand for teachers who make a study of methods of instruction and of discipline, and who feel the need of genuine preparation before presuming to enter the profession.

The State Normal School offers opportunity to all who desire to teach in the State and who feel the necessity of such help as the Normal School affords. While instruction is given in the various subjects usually taught in the public schools, other lines of instruction needful to the teacher receive much attention.

The Board of Trustees has endeavored to select a faculty in keeping with the views above expressed. The teachers are specialists in their work, and the equipment furnished them for successful service in their departments has been selected with great care. They recognize that those who are receiving instruction here are to be the teachers who, in turn, are to take charge of the common schools of our State, hence every effort is made to fit the students to serve well the school interests of any community where they may be called into the work.

LOCATION.

The State Normal School is located at Conway, Arkansas, thirty miles northwest of the State capital and within seven miles of the geographical center of the State. Its railroad facilities are excellent, there being six passenger trains and two local trains daily. No town in the State has shown a deeper interest in school affairs than Conway. It has contributed over \$225,000 in recent years to aid in the establishment of institutions for higher learning in its midst. It has also one of the best public school buildings in the State, erected at cost of \$40,000, for which bonds were issued by the school board. Here are located Hendrix College for young men, which has received an endowment of \$300,000, and Central College for young women; the former under the control of the Methodist denomination and the latter a part of the Ouachita-Central system of the Baptists of the state. A water-works plant and a sewerage system have been installed for the town. Conway bears an exceptional rec-

ord as regards its healthfulness, diseases of marked fatality being rare.

A college town is usually a town of more than average culture and refinement, and this is true of Conway. The moral tone is exceptionally elevated, the religious sentiment is strong, the civic spirit is of the highest order. Students are made to feel at home in the community, and, in many ways, the citizens make proof of their interest in those who are temporarily among them.

BUILDINGS AND GROUNDS.

The school building occupies a site about one and a quarter miles southwest of the center of town. It is three stories high, constructed of brick and stone, with slate roofing. It is thoroughly up-to-date, provided with modern conveniences, water on each floor, steam heat and electric lights. The basement contains the toilet rooms, manual training room, domestic science room, society hall, and rooms especially arranged for the department of agriculture. The second floor contains four large classrooms, six recitation rooms, a rest room, office rooms and a double library room. The third floor contains two large class-rooms, three recitation rooms, a suite of five rooms for the science department and an auditorium seated with single desks.

A girls' dormitory, furnishing accommodations for one hundred was opened at the beginning of the year 1913-14. This building is admirably arranged, constructed of brick and stone, three-stories high, with basement. Each room accommodates two girls, and the furnishings are such as to contribute to their comfort and convenience. The equipment is in every respect modern, and the endeavor will be to provide such surroundings as will make the stay therein pleasant.

The model school is intended not only as a place for model teaching, but also a model for four-room school buildings. It consists of two large, airy, and well-lighted

classrooms, one room for domestic science and art and one room for manual training. In addition, there are sanitary toilet rooms, and sanitary drinking fountains, cloak rooms with hat and cloak racks, umbrella racks and shelves for books and lunch baskets. A flower garden and a small but well-selected library are valuable and enjoyable adjuncts of the building.

A thoroughly modern heating plant has been built on the south side of the campus. From this plant steam is led through conduits to all of the rooms of the dormitory, model school and main building. An electrically-controlled thermostat system regulates the heat in the main building. In connection with the power plant there has been provided a room for the use of boys who are doing work in athletics. This room has a tile floor, shower baths, lockers and other modern conveniences.

MODEL SCHOOL.

The model school for the training of students in active teaching began its work with the session of 1913-1914. The practical value of the work done cannot be over-estimated. It is a necessary feature to the complete preparation of the teacher for her profession, as it adds actual experience as a part of her equipment.

A critic teacher of high attainment has general direction of the model school. Classes have been organized in all the common school grades and such work is done as ought to characterize the best type of rural school and as should prove a decided benefit to the teachers in our city schools. Special emphasis is placed on the subjects taught in the primary grades, as, contrary to current opinion, it is here that the highest skill and efficiency in teaching are required.

There are in daily attendance at the model school seventy-five pupils enrolled from the town and elsewhere, doing the work covered by the common school course of study, with the addition of special training in the manual

and domestic arts, and in vocal music and drawing. Those student-teachers taking the rural school course will be offered this line of training in observation and practice work for at least two terms of the session, and all seniors are required to take daily the same line of work.

THE LIBRARY

Is fitted out with reading tables and in the bookcases are to be found a carefully-selected list of more than three thousand volumes. The teachers of the various departments are especially charged with the selection of books suited to their respective classes, and only such volumes are purchased as are thought to fill some need of the student for general reading or special reference. There are also to be found in the magazine department nearly one hundred of the leading periodicals. To these, as well as to the library books, students have access, and the rooms are kept open all day, Saturday included, for the convenience of those who may wish to spend after-school hours in reading. The library is in charge of a trained librarian and is completely catalogued and classified.

THE LABORATORIES.

Although the building which has been housing practically all the departments of the Normal since its beginning is now crowded with class rooms from the basement to the attic, the laboratories have enjoyed accommodations from the start and have been developed with rather limited means to a high degree of efficiency. Five separate laboratory rooms are devoted to the work of the science, the agriculture and the home economics departments. The practical needs of the students have guided the selection of apparatus and it has been our aim to supply as much apparatus as possible for individual use rather than a few spectacular showy pieces for enter-

tainment. Some of the apparatus and furniture is home-made, but it is in every way adequate and substantial.

Recently a gas plant has been installed and now every laboratory is supplied with gas. Also, we have installed a large hood in the Chemistry laboratory. We have a laboratory equipment fully as complete and efficient as may be found in many schools investing several times as much money.

MUSIC.

The Normal curriculum requires for graduation a course in the rudiments of vocal music. The subject is taught in regular classes with special reference to the needs of the public school.

There are boys' and girls' glee clubs and choruses for those students who show talent in music. These afford additional practice and experience for music lovers.

A brass band has been organized during the past year with such success that it will become a permanent feature. It is composed of students who have had some experience with wind instruments, and it is open to those who qualify, maintain an interest and show progress.

Lessons in piano are given by a thoroughly competent instructor. This may be offered with certain limitations as an elective subject counting toward graduation. Students are enrolled for the term, two-thirds credit being given for the term's work. Lessons missed on account of illness are made up. The piano courses are outlined with other music courses elsewhere in catalogue.

CONDITIONS OF APPOINTMENT.

Under the law establishing the State Normal School, students who attend must be at least sixteen years of age, in good health, and of good moral character. They must have completed the state course of study and be ready for

high school work. The president of the school is authorized to pass upon the qualifications of applicants for admission, yet the teachers may, upon finding that the students are not qualified for the work they purpose undertaking, report the same to the president, and students who are found thus incapable will be requested to withdraw from the school, provided there be no lower class to which they can be assigned. Those who receive appointments must obligate themselves to teach in the State at least two years after graduation, unless circumstances should arise that would justify them in requesting from the president of the school a release from this obligation.

The school is for the training of those who are to have charge of the education and discipline of the younger people of our State. It is but reasonable, therefore, that some restrictions should be made in the way of qualifications from its beneficiaries. While scholarship is essential in those who assume the work of teaching, great demands will be made on them from other standpoints; thus, a healthy body, a clean mind and consecration to the work are not unreasonable requirements on the part of the Board of Trustees, and the justice of this view will be readily conceded.

FEES AND TUITION.

No tuition fees are charged in the regular Normal Course. All students pay an incidental fee of \$5.00 and a library fee of \$3.00 when they enroll, and students in the science department will be required to pay for any breakage of apparatus for which they may be held responsible. A deposit of \$1.00 per term is required of science students and this, or any unused portion of it, will be refunded at the close of the term.

Students of piano pay a fee of \$4.00 per month or when paid in advance \$11.00 per term of ten weeks, two lessons per week. A piano may be rented at 50 centh per month, for one hour daily.

BOARD AND OTHER EXPENSES.

Those occupying the girls' dormitory will be charged for board at the rate of \$12.50 per calendar month in advance. As it is the intention to make the charges sufficient only to meet the current expenses, this amount will be lowered, if it can be done, and yet satisfactory table fare and service maintained.

Suitable homes for young women who do not secure board in Doyne Hall will be recommended upon application to the Dean of Women. Unless special arrangement is made, they are not permitted to board in homes where young men reside.

Those students who are not able to secure accommodations in the dormitory will find suitable homes among the citizens of the town, the rate charged averaging about \$15.00 a month.

Students expecting to board in the dormitory are requested to file application promptly, and notice will be given those whose applications come too late to secure accommodations there, in order that time may be given to locate them elsewhere, should they desire that this be done. An advance payment of \$5.00, which will be refunded later, will be required of all students desiring rooms held for them.

As many of the rooms in the dormitory will be furnished with single beds, each student should bring with her two counterpanes, two pairs of sheets, two pillow slips and one pair of blankets or other covering for the single or double bed, as preferred. Students will also bring four bath towels, four face towels, and six napkins. All these should be plainly marked with the student's name.

SCHOOL TERMS.

The session of the school is divided into three terms of approximately three months each, and the work is so arranged that the students unable to enter at the beginning of the session may be admitted later without serious in-

convenience. It would be far better if all could attend for the full session of each year's work to which they may be admitted, but circumstances will, doubtless, prevent this in some cases.

The summer term extends over a period of eight weeks, June 4, to July 27, inclusive. It is designed to serve three classes of students: those who wish to review the common school subjects preparatory to county examinations; those who are or have been students in regular attendance at the State Normal School and wish to earn credits counting toward graduation; teachers who cannot attend during the regular session but wish to earn credits toward graduation in a series of summer sessions.

A regulation of the board of trustees requires that a minimum of one year's work be done in residence before a diploma is issued in the State Normal School. There are many teachers in the State who would be able to complete the course in this minimum of time by submitting their grades from other schools, but cannot afford to leave their work for one year. Such teachers may, by attending three summer terms, comply with these conditions and obtain a diploma.

This is a great opportunity for teachers to obtain, without interfering with their work, permanent license and relieve themselves of the worry and inconvenience of ever-recurring examinations.

TERMS OF ADMISSION.

Persons applying for admission to the State Normal School must present to the president appointments from their county examiners. Under the law, each county is allowed one student in the Normal for every twenty white teachers in the county. Special appointments may be made by the county examiners in addition to these, provided all counties have not taken up their quota. Those receiving appointments are requested to notify the president of the same, as places are held open for only ten

days after the beginning of school, any vacancies then existing being taken up by special appointees from other counties whose full number has already been enrolled.

According to the reports of the various county examiners to the State Superintendent for the scholastic year ending June 30, 1915, the counties of the State will be entitled to free scholarships, as follows:

Arkansas 6	Garland 7	Newton 5
Ashley 6	Grant 4	Ouachita 5
Baxter 5	Greene 6	Perry 4
Benton 11	Hempstead 6	Phillips 2
Boone 6	Hot Springs . . . 6	Pike 5
Bradley 5	Howard 5	Poinsett 3
Calhoun 3	Independence . . 7	Polk 5
Carroll 7	Izard 6	Pope 11
Chicot 2	Jackson 7	Prairie 5
Clark 8	Jefferson 6	Pulaski 14
Clay 6	Johnson 8	Randolph 6
Cleburne 5	Lafayette 4	Saline 5
Cleveland 4	Lawrence 6	Scott 7
Columbia 5	Lee 3	Searcy 6
Conway 6	Lincoln 4	Sebastian 15
Craighead 8	Little River . . . 4	Sevier 5
Crawford 8	Logan 9	Sharp 6
Crittenden 8	Lonoke 8	St. Francis . . . 4
Cross 3	Madison 6	Stone 4
Dallas 3	Marion 6	Union 8
Desha 2	Miller 5	Van Buren 6
Drew 6	Mississippi 4	Washington . . 12
Faulkner 7	Monroe 3	White 8
Franklin 8	Montgomery . . 10	Woodruff 3
Fulton 6	Nevada 4	Yell 10

ADVANCED STANDING.

The entire course of study at the State Normal School represents six years of work above the common schools. A

graduate of a good four-year high school may expect to complete this course in two years. For a graduate of a high school not fully accredited, it will take longer. Thus it will usually take a graduate of a three-year high school three more years to graduate from the Normal.

Students who complete the Rural Teacher's Course and subsequently the regular Normal Course, may finish these courses combined in five years if they pursue their subjects in regular order. In every case recognition will be given to work done in the high school, if the student presents a copy of his record from such school and shows himself prepared for the subsequent courses of the Normal, by maintaining his standing in the more advanced classes in the same subject.

Students who have pursued work elsewhere above a four years' high school course may graduate in less than two years, if the character of their work warrants it and they can meet the requirements. In no case will a diploma be granted for less than one full year spent in resident study at the State Normal School, in which not less than twelve credits are earned. All such students will be required to take at least one year in education, one year in English, and a term course in Mathematics, with special references to methods, without regard to work done in other schools.

When credit is sought for courses in Science, the student must present his laboratory note-book, in addition to the regular required report, if full credit for such work is expected.

Students seeking credit in English 10-11-12 and English 13-14-15 must present book-reports or other evidence or having done the critical, analytical, synthetical and theme work covered in these courses.

Do not fail to bring a statement of work done in other schools. Failure to do so may result in a student's having to do work for which he might otherwise receive credit. It will save much time and avoid errors in classification.

FORM OF CREDIT BLANK.

To the President Arkansas State Normal, Conway, Arkansas:

This certifies that.....
 school, located at....., maintains
 a.....years' high school course, and that
teachers devote.....full time to high school
 work.

It is further certified that.....
 has been in regular attendance at the high school for....
 months and has passed satisfactory examinations on the
 subjects named below:

Name	Subjects	No. of Weeks	Grade	Leg'th of Rec'n	Periods Per Week	Lab'r- atory	Text-Books Remarks
.....
.....
.....
.....

NOTES—On the reverse side of this sheet please make a list of classics studied by the student, indicating the year in which the work was done.

Copies of the above blank forms may be had upon application.

DIPLOMAS.

Under the act of the state legislature, diplomas are granted to graduates of the State Normal under the following conditions:

“The Normal School Board is authorized to grant the degree of Licentiate of Instruction to such students as shall have completed the full course of instruction in said Normal School, shall have been recommended by the

faculty, and shall have passed an approved examination. Such diploma, when signed by members of said examining board, the same to be appointed by the Normal School Board, the President and Secretary of the Normal School Board and the President of the State Normal School shall be equivalent to a professional license, authorizing the holder of the same to teach in any public school of the State of Arkansas for a period of six years from and after the date of issue, and after the expiration of that time said diploma may be converted into a Life Certificate, provided the character of the work done by the holder thereof and his moral character meet the approval of the Normal School Board."

The law authorizing the State Superintendent to grant a state license reads thus: "The State Superintendent of Public Instruction shall have power to grant state certificates (which shall be valid for life, unless revoked) to any person in the state who shall pass a thorough examination in all those branches required for granting county certificates; and, also, in algebra and geometry, physics, rhetoric, mental philosophy, history, Latin, and the Constitution of the United States and of the State of Arkansas, natural history, and theory and art of teaching."

It will therefore be necessary for students who desire their diplomas converted into a state license to pursue, in addition to the subjects required for a Licentiate's diploma, solid geometry, Latin, botany, geology and zoology.

ATHLETICS.

The growing popularity of athletic sports has created a demand for instructors in these subjects. It is the endeavor, therefore, on the part of those in charge of such diversions among us, to train students who wish to gain special instruction in field sports, not with a view to developing experts, but rather to put them in position to handle understandingly these subjects when called upon to do so. Clean athletics has no longer need of cham-

pions. The moral and intellectual side of a man, no less than the physical, may be brought into symmetrical development by proper care of the body as regards diet, cleanliness, exercise and the like, and nothing conduces more to this than the disciplinary requirements of athletics. Baseball, football, basketball, and track work have good support. The championship of the State has been twice awarded to the girls' basketball team. Tennis and other sports also have their followers, and all students are encouraged to engage in some sort of athletics. It is clearly understood from the first, however, that students who expect to engage in athletic contests must maintain certain standards in scholarship and attendance. In no case will there be deviation from this rule.

LITERARY SOCIETIES.

There are five literary societies under the direction of the student body—the Crestomath, Nikatima and Theophanian for young women, and the Wingo and Clary for young men. Their meetings are held weekly, and occasionally a joint sessions bring together the members for an interchange of views and the maintenance of the relations of good fellowship that should characterize such assemblies. The aim of these organizations is to encourage and foster among the members a steady development of an appreciation for the highest attainments in literary and æsthetic culture, as well as to familiarize them with such matters as it becomes our citizens to know. The meetings are well attended, the interest taken in the proceedings is well maintained, all students are encouraged to associate themselves with one or the other of these organizations, and the influence of society work upon the general student body has been uniformly commendable.

RELIGIOUS SOCIETIES.

Early in the history of the first session of the Normal the Y. M. C. A. and the Y. W. C. A. were established, and

they have proved important factors in unifying and developing the devotional spirit of their members. The pervasive influence of a well-ordered life needs no special herald to proclaim its worth, and, without ostentation, the members of these organizations are striving to impress those with whom they are associated that, "True worth is in being, not seeming."

THE ALUMNI ASSOCIATION.

The loyal support of the members of the association has been one of the strongest forces for the upbuilding of the school. Immediately following the adjournment of the first senior class on Commencement morning, 1909, this organization was made, and each succeeding graduating class has entered enthusiastically into the work. There are now 206 members. The annual business session is held in Little Rock during the meeting of the State Teachers' Association. The alumni banquet was one of the most pleasing features of the recent Commencement exercises. It has been the effort of each member of the association to keep in close touch with the interests of the school, and the president and faculty are always ready to assist in promoting the interests of those who have gone from the Normal School as graduates.

THE NORMAL ECHO.

This is a bi-weekly magazine which was started by the students in the second year of the Normal's existence. Its purposes are to keep up and foster the Normal spirit, to give expression to the various activities, to keep the alumni in touch with our various activities, and to encourage original thought and composition.

The Echo is edited and managed by a staff selected by the various societies and associations—literary, religious, social and athletic. Our friends have been kind enough

to assure us that every year from the first the Echo has continued to improve; we hope to keep up this record. We invite the Alumni Association to join us in this work and we shall be glad to give them space in every issue.

ORGANIZED PLAY.

The tendency now-a-days to strive for an all-round development of the child has led to the introduction into the schools of Folk Plays, Calisthenics, and General Gymnastics. It forms a valuable part of the training of the teacher, and for this reason has been made a part of the work done in the State Normal School. The pupils in the training school will be encouraged to take part in these exercises, and the classes will be under the direction of the deparment of Music and Reading.

DISCIPLINE.

The reasonable supposition is that persons applying for admission into the State Normal are ladies and gentlemen, and every consideration will be shown them as such, until by their own act they shall forfeit the confidence reposed in them. Rules of government and regulations as to their general conduct will, of course, be necessary, yet the character of these will be such as should secure ready conformity thereto and active co-operation on the part of the student body in aiding in carrying out such requirements as may be deemed necessary.

Coercion does little toward development of will power. As the great aim of the teacher should be to enable the pupil to gain mastery over themselves, thus giving them that poise so indispensable to the well-rounded character, so the student in the Normal School is encouraged to cultivate that self-control which shall hold in check untoward tendencies and give full play to the exercises of those qualities that work for the highest good.

Since, as yet, there is no dormitory for young men, it

is necessary that they secure board in private homes. The president and faculty endeavor to exercise such oversight as to the conduct and welfare of the students as is possible under these conditions. Students, however, are placed largely on their own responsibility and are expected to conduct themselves with becoming propriety.

The request is made of all into whose homes students are received that the president be notified at once of any transgression of the well-established rules of society and home life to which their attention be directed.

It is well understood that students should not take a very active part in society life, as such a course would assuredly impede their progress in their studies. A reasonable restriction is, therefore, thrown around students as to receiving and paying calls

Those who receive boarders are expected to go to some trouble in arranging suitable accommodations for students; it is but reasonable then, that boarding places should not be changed without good cause, and in no case should this be done without first advising the president. Neither should students leave town or be absent from school for any cause without notifying the proper authorities and receiving permission to do so.

SECURING POSITION FOR GRADUATES.

Each year many applications are received from school boards for teachers who are graduates of the Normal School, and a list of those who desire positions is kept on file. Registration blanks will be furnished our graduates on application, and efforts will be made to assist them in securing good positions.

In order that correct information may be had as to the whereabouts of our graduates, they are earnestly requested to notify the office at least once a year, preferably in the spring, as to their postoffice address at that time. Should change be made later, then information should be furnished us, in order that our files may be kept correctly.

Courses of Study.

The following courses are offered at the State Normal School:

The Rural Teachers' Course. This course is preparatory to the more advanced course and covers two years' work in which thirty credits are earned.

The Course with the Degree, Licentiate of Instruction. This course represents six years' work above the eighth grade. Seventy-five credits are required for graduation. This includes the work done in accredited high schools, which may be counted as the rate of one unit equal to three credits, when this work has been properly certified and approved by the faculty. Students entering the Normal Course from high schools consult the announcement elsewhere in this catalogue under "Advanced Standing."

Students who have completed the Rural Teachers' Course may complete the Normal Course in three years additional, the former counting thirty credits.

The Primary Course. This course represents not less than four years' work above the eighth grade. The first two years are the same as the Rural Teachers' Course and the remaining two consist largely of special and professional courses aimed to meet the needs of the teacher of the lower grades. Students will be able to apply most of this work toward the requirements of the regular Normal diploma.

LEGAL VALUE OF NORMAL SCHOOL DIPLOMA.

The diploma granted for seventy-five credits has a legal value as a license, good in any of the schools of the state for six years, convertible at the end of that time into a life certificate.

Students who complete the Latin course and the Sciences may receive a state certificate instead of a life certificate.

Requirements for Graduation and Certificates.

The following table shows the requirements of the various courses. The numbers preceding the subjects refer to the descriptions bearing the same numbers following under "Department of Instruction."

THE RURAL TEACHERS' COURSE.

FIRST YEAR.

First Term.

- 1 Grammar and Composition
- 1 Arithmetic
- 1 U. S. History
- 1 General Science
- 1 Drawing
- 1 Music

Second Term.

- 2 Reading
- 2 Arithmetic
- 2 U. S. History
- 2 General Science
- 2 Drawing
- 2 Music

Third Term.

- 3 Geography
- 3 Agriculture
- 3 Civics
- 3 General Science
- 3 Drawing
- 3 Music

SECOND YEAR.

First Term.

- 4 Composition-Rhetoric
- 4 Agriculture
- 4 Algebra
- 4 Pedagogy
- Elective

Second Term.

- 5 Composition-Rhetoric
- 5 Rural Economics
- 5 Algebra
- 5 Pedagogy
- Elective

Third Term.

- 6 Composition-Rhetoric
- 6 Physiology
- 6 Algebra
- 6 Pedagogy
- Elective

COURSE FOR DIPLOMA WITH L. I. DEGREE.

A—Requirements for students who have completed the Rural Teachers' Course:

Credit for Rural Teachers' Course.....	30
Education	6
English	9
History	6
Science	6
Mathematics	6
Agriculture or Home Economics.....	3
Elective	9
<hr/>	
Total	75

B—Requirements for students who offer ten units or more of High School work.

Ten units high school work (1 unit equals 3 credits)—30 Credits.

	Minimum Required.	Maximum Required.
Education	6 credits	9 credits
English	3 credits	9 credits
History	3 credits	9 credits
Science	3 credits	9 credits
Mathematics	3 credits	6 credits
Agriculture or Home Economics		3 credits
Music		1 credit
Reading		2 credits
Drawing		2 credits

Elective (subject to approval), a sufficient number of courses to total 75 credits.

The maximum and minimum in each subject will be determined when the high school record of work is presented and will depend upon the character of the course the student has previously pursued.

C—Requirements for high school graduates who offer 15 units (45 credits) for entrance. For such students

the *total* credit in each department (including the high school work) must be as follows:

	Credits
Education, including courses 10, 11, 12, 13, 14, 15.....	9
English, including courses 13, 14, 15.....	12
History, including courses 1, 2, 3, or 13, 14, 15.....	9
Mathematics, including a course in Plane Geometry (7-8-9)	9
Science, including a course in Biology (7-8-9).....	9
Agriculture, including courses given with laboratory...	2
Agriculture or Home Economics.....	3
Reading	1
Music	2
Drawing	2
Electives enough to make a total of.....	75

If the student brings from his high school as much credit as the total required in any of the above departments, he will still be expected to complete the following minimum (except in such cases where a full year of the same subject has been satisfactorily completed in a recognized Normal School, College or University.)

Education	3 credits
English	3 credits
History	3 credits
Science	3 credits
Mathematics	1 credit
Agriculture	1 credit
Electives enough to make a total of.....	75 credits

The electives may be chosen from any subject offered in the Normal in Latin, English, Education, History, Science, Mathematics, Agriculture, Home Economics, Reading, Music and Drawing. Properly certified high school subjects may be counted. Elective credit will also be allowed in German or French when properly certified from other schools, provided no less than a full year's course is offered.

Fifteen credits or five credits per term, represent a years' work. Only in exceptional cases will a student be allowed to take additional work.

*COURSE FOR PRIMARY TEACHERS.**

This course requires a total of sixty credits (four years.) The first two of these years are the same as the Rural Teachers' Course. The two additional years' professional work are as follows:

THIRD YEAR.

Fall Term.

- 10 General Psychology
- 10 Advanced Drawing
- Story Telling
- 7a Zoology
- 7 Theme Writing

Winter Term.

- 10a Genetic Psychology
- 11 Advanced Drawing
- 8a Biographical History
- Method in Geography and
Nature Study
- 8 American Literature

Spring Term.

- 11 General Method
- 12 Advanced Drawing
- 9a Biographical History
- 10a Botany
- 9 American Literature

FOURTH YEAR.

Fall Term.

- Method in Number
- 10 Music
- Hand Craft
- Method in History
- Home Economics
- 01 English Literature

Winter Term.

- Method in Language
- 11 Music
- Hand Craft
- Home Economics
- 11 English Literature

*No legal teacher's certificate is granted for the completion of this course under the present laws. However, students wishing to pursue subjects here outlined may plan their L. I. course so that it will include most of the above courses as electives.

Spring Term.

Method in Reading

12 Music

Hand Craft

Horticulture

Home Economics

12 English Literature

Observation and practice teaching throughout the two years as the various subjects are taken.

Departments of Instruction.

Education
English
Latin
History
Mathematics

Natural Science
Agriculture
Drawing
Home Economics
Music and Reading

In the following pages a detailed outline of the contents of each course is given. Each term's work is designated by a number preceding the course. Thus when the numbers are grouped together, the course continues three terms—throughout the year. The amount of credit allowed for each course is given at the close of each outline. Courses bearing numbers 1-6 are required of all students in the Rural School Course. Subjects taken regularly in the Normal Course bear numbers higher than six.

DEPARTMENT OF EDUCATION.

MR. DENNEY.

MRS. GUILBEAU.

4. *Elementary Psychology.* This course is intended to serve as an introduction to the problems and the nomenclature peculiar to the pedagogy work. Many illustrations will be drawn from the school work and from life at large to show that the teacher must develop both the mental and physical sides of the child. The work will cover the ground as outlined in a typical elementary text-book. Required. Fall term, five hours per week. One credit.

5. *Management.* This course deals with the immediate problems that confront the teacher in the class

room. The aim is so to present the principle underlying management that the teacher may gain power in the art of governing. This will include a discussion of rule, punishments, incentives, programs, standards of conduct, conditions of easy control, school-room decoration, ventilation, etc. Required. Winter term, two hours per week. One credit.

6. *Rural School Method.* This class will be organized during the spring term. A thorough discussion will be made of the principles underlying the work in rural schools. The class will be of special interest to students who do not intend to complete the entire course in pedagogy. Required. Spring term, three hours per week. One credit.

10. *General Psychology.* This course includes a study of the nervous system, its structures, functions and significance as a basis for the study of mental phenomena, followed by a study of mental phenomena directly interesting to the teacher, such as: sensation, perception, conception, memory, imagination, emotion, volition, etc. The general purpose of the course is to lay a foundation for the course in method. Angell's Psychology is used as a text. Fall term, three hours per week. One credit

11. *General Method.* This course is a continuation of the work in psychology and will consider such topics as: aims in education, relative values of studies, interest and will, formal discipline, apperception, correlation, formal steps, attention, induction and deduction, etc. General psychology is a prerequisite to this course. Bagley's Educative Process and McMurrey's Methods of the Recitation are used as texts. Winter term, three hours per week. One credit

12. *Special Method.* This course is a continuation of the course in general method and will attempt to apply the principles of general method to each of the common school subjects. A study of the plans, devices, etc., peculiar to each of the subjects will be made in so far as time

will permit. This course will serve as a preparation for the teacher in the training school. The various state courses of study, book on special methods, and pedagogical journals are used as texts. One credit.

13. *History of Education.* The course in History of Education is an extensive study of tendencies, reforms, new movements and reformers, designed to give the student a better understanding and appreciation of the present educational conditions. The course will deal with the rise and development of modern educational systems. The writings of Herbert, Rosseau, Pestalozzi, Mann, Froebel, Spencer and Harris will be read as far as time will permit. Winter term. Three hours per week. One credit.

14. *Practice Teaching.* One term successful teaching in Practice Schools is required of all students during their Senior year. This work should follow the theory work in Special Method as far as possible.

15. *School Administration.* This course deals with the problems met in the organization and control of the school found in the smaller towns and villages of the State. In so far as time permits thorough study is made of classification and grading of pupils, courses of study and grading of schools, examinations and promotions, selection of text-books, inspection of work in classes, records, reports, school finance, the school and the public. Perry's Management of a City School and Bagley's discipline will be used as texts. Fall term, three hours per week. One credit.

16. *Primary Method.* Classes will be organized during the year, as demand warrants, in method work peculiar to the primary grades, as follows:

- a. *Method in Numbers*—one term.
- b. *Method in Story Telling*—one term
- c. *Method in Reading*—one term.
- d. *Method in Language*—one term.
- e. *Method in History*—one term.
- f. *Method in Hand Craft*—three terms.

19. *Principles of Education.* This course will attempt a discussion of the psychological and sociological principles underlying a few of the leading educational questions of the day. Assigned reading.

20. *High School Administration.* This course will include a study of the origin and history of the high school, courses of study, correlation with the grades and with the college, social and psychological phases of the student life, programs, elective studies, types of secondary schools, and the general method of instruction best suited to students of this age.

21. *Play.* This course deals with the psychological and the physiological values of play on the one hand, and the influence of organized play in school management on the other. Games suitable for each of the grades will be worked out, learned, and demonstrated by the class. Lecture one hour per week during each term and laboratory work on athletic field two days per week after school.

DEPARTMENT OF ENGLISH.

MR. MEADORS.

MISS WALDRAN.

MISS VAUGHAN.

The work of this department aims to awaken in the student a desire for self-improvement. It seeks to quicken his interests in the mother tongue, to familiarize him with the structure of the English language, and to lead him into a fuller appreciation of it as a means to culture and to success in any walk of life.

In a more specific sense, it seeks to broaden and enrich the student's vocabulary, and to aid in recognizing and using the correct grammatical and idiomatic forms. It encourages him in practicing the sentence as the unit of expression of thought, and the paragraph as the briefest unit of discourse. It seeks also to develop in

him a discriminating taste for the best in literature, through much reading and discussion regarding its forms and content.

The fact that teachers are being prepared for the public schools, is kept constantly in mind. It is important that the progressive teacher see in every lesson a model. Besides this daily attention to method, a special method course in language work, grammar, and composition, for the grades above the second, is required of all seniors. A similar course in rhetoric and literature is required of those electing English as their major.

1. *Grammar and Composition.* This course is given to prepare the student for the study of rhetoric, and to furnish opportunity for review by those seeking to prepare for teachers' examinations. New classes organized each term.

In connection with this course oral composition is stressed, with daily exercises in sentence writing. In oral work the stress at first is upon the telling of the story. This of itself is an incentive to correct language habit, and aids in overcoming timidity, and in helping the student to "think on his feet." Two terms. Five periods a week. One credit.

MISS VAUGHAN.

4-5-6. *Composition Rhetoric.* It is the purpose of this course to give the student a working knowledge of the principles of rhetoric. The emphasis is upon daily class exercises. The paragraph is practiced as the briefest unit possessing the qualities of the whole theme. Longer themes are assigned occasionally. Three terms. Five periods a week. Three credits.

MISS WALDRAN AND MISS VAUGHAN.

7. *Theme Writing.* This course is intended to aid the student, who has completed the course of the Freshman year, in acquiring greater facility of expression through additional practice in writing in the four forms of discourse. Theoretical rhetoric will give place to practical composition. Daily class exercises with one longer

theme each week. Required of all students who cannot pass a satisfactory examination on the equivalent of the work done here. Fall term, four periods a week. One credit.

MISS WALDRAN AND MISS VAUGHAN.

8-9. *American Literature*. A consideration of the social and intellectual forces in American life and history as they have found expression in our representative literature. Halleck's *American Literature* will be used as basis for discussion, and special attention will be given to New England and Southern authors. A number of classics will be carefully studied and much outside reading will be required. Two terms, four periods. Two credits.

MISS WALDRAN AND MISS VAUGHAN.

10-11-12. *English Literature*. A study of the history of the periods and the biography of representative men of letters from Chaucer to Tennyson. The first term will include the study from Chaucer to Shakespeare; the second term, from Milton to Johnson; the third term, from Wordsworth to Tennyson. Much reading, in and out of class will be required to acquaint the student with the characteristics of both writer and period. Macbeth, Milton's *Minor Poems*, Macaulay's *Life of Johnson*, and Carlyle's *Essay on Burns*, will be studied in class in the term in which each belongs. Three credits.

MR. MEADORS AND MISS WALDRAN.

13-14-15. *Advanced Rhetoric*. Abundant drill in planning, outlining and writing themes in the four forms of discourse, with the stress upon exposition and argumentation. As a basis for this work a prose reading course is carried on with it. Models for the four forms are studied in class. Though the higher qualities of style are sought, they are subordinated to those of clearness and force. Oral composition is stressed equally with the written. Three terms. Three credits.

MR. MEADORS.

16. *Methods in Elementary English*. It is the purpose of this course to furnish helpful suggestions and material in language work and grammar, suited to all the

grades above the second. Method and matter are presented together as far as possible. The relationship of English to other branches and how to make the other branches contribute to the teaching of English, are discussed in class. Open to all who have had the equivalent of our elementary course. One term. One credit.

MR. MEADORS.

17. *The English Drama.* The rise and decline of the drama, its technique. Early miracle and morality plays assigned for class and outside reading. As wide a reading and study of Shakespeare as time will admit. One term. One credit.

MISS WALDRAN.

18. *American Prose.* The course offers an opportunity for studying different types of American prose. The essay, narrative and descriptive (Irving); the short story (Poe and Hawthorne); the oration (Webster and Lincoln). One term. One credit.

MISS WALDRAN.

19. *Nineteenth Century Reading.* This course is intended to acquaint the student with that field of literature too frequently neglected in the high school study of English Literature. As wide a reading of authors and selections will be made as the time will permit. By special permission from the head of the department this course may be substituted for 9-10-11 or 12. One term. One credit.

MISS WALDRAN.

20. *Argumentation.* This course is offered to those who desire special training for public speaking. The principles of argumentation, forms of argument and oratory, briefs, debates, and orations. One term. One credit.

MR. MEADORS.

21. *Method in High School English.* This course is required of all those who elect English as their major. Open to others by permission. The work covers advanced grammar, rhetoric, and literature. Lesson plans; outlines for the study of College Entrance Requirements in English; suggestions for note-book work and book re-

ports. Discussion in class and reports on outside reading on the various phases of the history of the teaching of English. One term. One credit. MR. MEADORS.

Debating (Forensic)—The aim of this course is to give the pupils a working knowledge of the fundamental principles of debating. Actual practice will be given in the stating of propositions, and in speaking. One elective credit. Two hours a week for two terms. Given during fall and winter terms. MR. MCBRIEN.

RURAL SCHOOL COURSE.

Required Readings for Class Work.

Selections, Hawthorne,
Irving and Addison
Old Testament Narratives
Franklin's Autobiography
Lady of the Lake
Merchant of Venice

Parallel Reading for Book Reports.

Ivanhoe
Treasure Island
Silas Marner

FRESHMAN.

Short Stories, selected
Essays, selected
Washington's Farewell
Address
Webster's Bunker Hill
Oration.
Julius Cæsar

House of Seven Gables
Scarlet Letter
Last of Mohicans or Spy
A recent novel, selected.

SOPHOMORE.

Macbeth
Milton's Minor Poems
Macaulay's Life of Johnson.
Carlyle's Essay on Burns

Vicar of Wakefield
Tale of Two Cities
Mill on the Floss
Pilgrim's Progress

JUNIOR.

Selections from Macaulay, Last Days of Pompeii
Burke, Lamb, DeQuincey, David Copperfield
Stevenson, Carlyle, and Quentin Durward
Thackeray.
Adam Bede
A recent novel, selected.

SENIOR.

As the work for this year is largely elective, greater liberty in the selection of outside reading will be permitted. Special assignments of readings will be given conforming as far as possible to the class work.

DEPARTMENT OF LATIN.

MR. CUBAGE.

4. *Beginners' Latin.* First thirty lessons D'Ooge's Latin for Beginners. Careful drill on pronunciation, forms and vocabularies. First term. Four hours per week. One credit.

5. *Beginners' Latin.* Continuation of 1. From lesson thirty-one to sixty-one. Special attention to adjectives, irregular verbs, and other forms. Second term. Four hours per week. One credit.

6. *Beginners' Latin.* Continuation of 2. Study of moods. Exercises in translating English into Latin. Selected Latin Reading. Careful study of all forms and constructions found in these extracts. Third term. Four hours per week. One credit.

7. *Caesar. Book II.* Review pronunciation and Latin forms. Study of uses of cases, moods, indirect discourse, etc. Text: Allen and Greenough. Daily work in Latin Grammar. Three hours per week. First term. One credit.

8. *Casar. Book I.* Continuation of reading, much attention given to construction. Composition. Second term. Three hours per week. One credit.

9. *Caesar. Book III and IV.* Continuation of 6. Composition continued, Construction stressed. Much sight reading. Third term. Three hours per week. One credit.

10. *Cicero*. First Oration against Catiline. A hasty review of forms. Much attention to construction, with special attention to the cases. Daily work in Latin Grammar. Three hours per week. First term. One credit.

11. *Cicero*. Continuation of 10. Second and Third Oration against Catiline. Grammar and construction work, with special attention to mood. Composition. Second term. Three hours per week. One credit.

12. *Cicero*. Continuation of 11. Fourth Oration against Catiline; the Poet Archias; review principles of syntax. Composition continued. Much sight reading. Third term. Three hours per week. One credit.

13. *Virgil*. Book I. Forms and constructions studied. Attention to quality, rhythm, and versification. Attention to Mythology. Text: Greenough and Kittridge. First term. Three hours per week. One credit.

14. *Virgil*. Book II. Continuation of 13. Careful reading. Scansion. Mythology. Second term. Three hours per week. One credit.

15. *Virgil*. Books III, and V. Continuation of 14. Much sight reading. Mythology continued. Papers prepared on assigned topics. Third term. Three hours per week. One credit.

19. *Methods in Latin*. This course embodies a review of courses 7-8-9, together with a study of methods of teaching those courses. This course has been organized because of the realization of the fact that most of the troubles arising in the study and teaching of Latin may be traced to lack of thoroughness in the first year's work. Required of all seniors who seek credit in Latin. One credit. Three hours per week for one term. Given the first and second terms, if not fewer than five students apply.

20. *Mythology*. This course is given for the purpose of encouraging a greater appreciation of history,

literature and art, and of studying the influence of Grecian and Roman Mythology on these subjects. Given only when the demand for course 19 is sufficient to justify the organization of a class. Three hours per week for one term. One credit.

Parallel reading on related history will be required of all students in each course.

NOTE—All students seeking credit in Latin studied elsewhere will be required to pass the third term's work of last year's work in which they are seeking credit, or, if they prefer, they may take the next year's work in the course.

DEPARTMENT OF HISTORY.

MR. WOMACK.

MR. MCBRIEN.

1-2. *United States History.* The first term's work of this course includes a study of the European background of American history, the colonial period, and the separation of the colonies from the mother country. Emphasis is placed on the experiments of the state in forming a union and the nature of the government finally set up.

The work of the second term covers such topics as the rise of parties, the spread of democracy, the extension of territory, the slavery controversy, Civil War and reconstruction, and the period of national development. Much attention is given to the study of current events, and to map and note-book work. Required of students in the Rural Teachers' Course, who have not had the equivalent. Fall and winter terms; a more rapid review in the spring and summer terms. Two credits. Text, Stephenson's *An American History*.
MR. MCBRIEN.

3. *Civil Government.* This course deals in an elementary way with the government of both the state and the nation. The aim is to acquaint the student with the actual work of the government of his own state in partic-

ular. This course should be taken by all students reviewing for teachers' examinations. Required of those taking the Rural Teachers' Course. Winter, spring and summer terms. One credit. Text: Boynton's Civics.

MR. WOMACK AND MR. MCBRIEN.

5. *Greek History*. This course is prefaced by a brief survey of the contributions of Oriental nations to world civilization. In Greek history emphasis will be placed on the character of the people, the geographical influence on Greek character, institutional life, the achievements in art, literature and science and the spread of Greek culture by Alexander's conquests. Considerable source material is used and much attention given to biography. Fall and spring term. One credit. Texts: West's Ancient World and Davis' Readings in Ancient History.

MR. MCBRIEN.

6. *Roman History*. Very little time will be given to regal Rome. The geography of Italy contrasted with that of Greece and its influence on Roman history noted. Other topics of importance are: the struggle of the plebeians, territorial expansion, colonial policy, causes of the decline of the Republic and the establishment of the Empire, the beginnings of Christianity, the political organization of the Empire, the barbarian invasions, and the fall of the Western Empire. Considerable map work and collateral reading. Winter term. One credit. Texts, same as for History Five.

MR. MCBRIEN.

7. *European History, medieval period*. In this course the history of Europe from the Germanic invasion to the beginning of the fourteenth century will be covered. A few of the more important topics are: the Rise of the Papacy, Charlemagne's Empire, Feudalism, the development of England and France, conflict between the church and the Empire, and crusades. Fall term. One credit.

MR. WOMACK.

8. *European History, later medieval and early modern period*. A continuation of course 7. This term's work

includes a study of medieval culture, the movement for reform, the Renaissance, the Protestant Revolt, the Catholic Reformation, and the religious wars. It closes with the Treaty of Westphalia. Map and reference work as above. Winter term. One credit. MR. WOMACK.

9. *European History, later modern period.* A continuation of course 8. The constitutional development and territorial expansion of England, absolutism in France, the rise of Prussia and Russia, the French Revolution, the work of Napoleon, and the unification of Italy and Germany are some of the topics considered. Spring term. One credit. MR. WOMACK.

Note—Courses 7-8-9 constitute the work of the Freshman Year in history. Each student should have Robinson's History of Western Europe and Robinson's Reading as texts. Much collateral reading and note taking required and several maps prepared.

8a-9a. *Historical Biography.* This course deals largely with biographical material selected from different ages and countries. The aim is to give the teacher a fund of biography upon which she may draw in teaching children in the lower grades. Required of students in the Primary Teachers' Course. Two terms. MR. WOMACK.

10. *English History to 1337.* The first term's work covers the period from the earliest time to the beginning of the Hundred Years' War. It includes a study of the racial development of the English people, a study of the development of their institutions and of the effect of the geography of the island on their manners and customs. The problems underlying the founding of English national unity and the evolution of England as a nation will be given due consideration. Considerable reference and source work will be required. Fall term. One credit.

MR. MCBRIEN.

11. *English History 1337-1689.* The religious, economic and political questions of this period, together with

the effect of their international complications will be studied. English territorial expansion, particularly England's western expansion, will be considered from the standpoint of European, English, and American history. Winter term. One credit.

MR. MCBRIEN.

12. *English History 1689 to the present.* A review of the circumstances that called into being the principal English constitutional doctrines and a comparison of their principles with those found in the constitution of the United States will be given. Congressional, judicial and executive practices in the government of the United States compared with those in English government, and further studies in the development of English institutions will be made. Particular stress will be laid upon the transition from the English Kingdom to the British Empire. Spring term. One credit.

MR MCBRIEN.

Courses 10-11-12 elective. Texts: Cheyney's Short History of England and Cheyney's Readings in English History.

13. *Advanced American History.* 1750-1815. While this course properly begins with the causes of the separation of the colonies from England, a brief survey of colonial history will first be given by way of introduction. Particular attention will be given to the causes of the American Revolution, the growth of the idea of union, the "critical period," the making of the constitution, and the rise of parties in the new republic. Course 13-14-15 required of all students. Open to juniors and seniors only. Largely a library course, through the student is expected to use a text-book. Fall term. One credit.

MR. WOMACK.

14. *Advanced American History* 1815-1865. A continuation of course 13. It deals with the growth of sectional interest and traces the connection between our westward expansion and the institution of slavery. The library is well supplied with standard reference books dealing with

this period and much collateral reading is required. Winter term. One credit. MR. WOMACK.

15. *Advanced American History 1865-1913.* This course deals with the social, political and economic readjustments since the Civil War. The beginnings of present day problems noted. In the reconstruction period special attention will be paid to reconstruction in Arkansas. Considerable time given to special reports of questions of current interest. Spring term. MR. WOMACK.

16-17-18. *History of Modern Europe.* A study of modern European history from the beginning of the French Revolution to the present, with emphasis on the later nineteenth and early twentieth century history, considering especially the growth of the ideas of nationality, constitutionality, and equality before the law. The present day will be considered largely in the light of its industrial features and its socialistic tendencies resultant therefrom. Text: Johnson and Beard's Development of Modern Europe, volumes 1 and 2 and Robinson and Beard "Readings." Elective. Three credits not offered in 1916-1917. MR. MCBRIEN.

19. *Teaching of History.* A study of the aims and methods of history teaching with special reference to the work of the grammar grades. Much attention given to the telling of stories. Lesson plans required. The problem of emphasis and omission and the place of collateral reading in the history course discussed. Students will examine a number of text-books with a view to finding what are the marks of a good book for class use. The discussion will be based on Wayland's How to Teach American History, McMurry's Special Method in History, and History Teachers' Magazine. Offered during the term when there is the greatest demand. Required of seniors making history their major. One credit.

MR. WOMACK.

20. *American Government.* This course deals with the organization and actual working of national, state

and local government in the United States. Stress is laid on the way government is carried on today, rather than on the theories of a century ago as to how it ought to be carried on. Each student is required to keep himself informed on current questions, and encouraged to cultivate the habit of keeping up with his own times. Required of all students. Open to juniors and seniors. Text: Garner's Government in the United States. Constant reference will be made to Beard's American Government and Politics, Bryce's American Commonwealth, and the current magazines. One credit.

MR. WOMACK.

DEPARTMENT OF MATHEMATICS

MR. BRENNAN.

MR. ESTES.

1-2. *Arithmetic*. This will be a review and extension of work already done; the investigation and development of arithmetical formulas, and the solution of problems by their means. The subject will be presented in its relation to other subjects of mathematics and science. Five hours a week, two terms. One credit. MR. BRENNAN.

4-5-6. *A First Course in Algebra*. One year's work to the close of Quadratic Equations. Three terms. Three credits.

MR. BRENNAN.

7-8-9. *Plane Geometry*. The usual five books, with originals. Courses 4-5-6, or their equivalent prerequisite. Three hours per week. Three credits. Text: Wentworth-Smith.

MR. ESTES.

10-11-12. *Advanced Algebra*. Course 10 will be a review and broadening of courses 4-5-6. Courses 11 and 12, "Quadratics and Beyond"; permutations and combinations, complex numbers, theory of Equations, determinants, partial fractions, logarithms, continued fractions, inequalities, variation, probably, scales of notation. Required of all candidates for graduation. Three hours a

week throughout the year. Text: Hawkes' Advanced.
Three credits. MR. BRENNAN AND MR. ESTES.

13. *Solid Geometry*. One term of thirteen weeks.
Three hours per week. Text: Wentworth-Smith. Elec-
tive. One credit. MR. BRENNAN.

14-15. *Plane Trigonometry*. Two terms. Three times
a week. Text: Granville. Elective. Two credits.
MR. BRENNAN.

16-17-18. *Analytical Geometry*. One full year's course.
Three hours per week. Elective. Three credits. Text
to be selected. Three credits.

MR. BRENNAN.

DEPARTMENT OF NATURAL SCIENCE.

MR. BUCHHOLZ.

MR. CORDREY.

1-2-3. *General Science*. This course includes experi-
ments of an elementary character intended to familiarize
the student with a series of natural phenomena and their
explanation, to teach him how to devise and manipulate
simple apparatus, and to keep an intelligent record of the
same. Such fundamental topics as have a practical bear-
ing on agriculture are emphasized. It also gives a thor-
ough preparation for all subsequent science work, and
affords a practical training for teachers. The experi-
ments are performed by the students themselves, with
only the most difficult demonstrations by the instructor.
Assignments for recitations are made from a text (to be
announced later), and from a list of elementary text-
books in the library. This course is required of all stu-
dents and is prerequisite to the other science courses and
to agriculture. Two recitations and three hours' labor-
atory work per week. Three terms. Three credits.

MR. BUCHHOLZ AND MR. CORDREY.

3a. *Geography*. Commercial Geography, as related to conditions prevailing among the nations of the earth will be made prominent. The influence of location, climate, social conditions, and trade facilities, the study of areas of productions, means of transportation, and adaptability to manufacturing enterprises will also be considered. This naturally leads to a study of industrial phases, labor questions and economic problems; hence the aim of the course will be to present this subject in such a way as to furnish the students with such material as will enable them to vitalize geography and train them into the habit of observing, comparing, and judging as to the means at hand for "possessing the earth" in its highest and best sense. Five hours per week. One credit.

6. *Physiology and Hygiene*. The student entering upon this course is expected to have completed 1-2-3 general science or the equivalent. A text-book is supplemented by laboratory work. Special topics are assigned on hygiene, involving questions, such as insects and tuberculosis, sanitation of the home, of the schoolroom and grounds, the hookworm campaign, etc. Required in Rural Teachers' Course. One credit.

MR. CORDREY.

NOTE—This course should precede 7-8-9, or it should be taken not later than during the same term as course 7.

7-8-9. *Biology*. This is a course in general biology recommended as a preliminary to the study of Education. The fundamental principles of Biology are taught through a study of types and material selected from animal and plant life, and due attention is given to the theories of organic evolution and kindred topics. The economic role of insects, parasites, and also micro-organisms receives considerable attention. The student is required to keep a note-book covering the laboratory work. Three credits.

MR. BUCHHOLZ.

7a. *Animal Life*. A study of available zoological material for use in nature study work in the grades, together with method. One term. One credit.

8a. *Method in Geography and Nature Study.* This course will be given in the winter term and in the summer term, if there is sufficient demand. One credit.

9a. *Plant Life.* A study of available plant material for use in nature study work in the grades. Considerable attention is also given to the interrelation of plants and animals. Spring or summer term. One credit.

10-11-12. *Botany.* The early part of the course is devoted to a thorough study of the biology of some plant taken as a type. This is followed by a structural study of types from the plant kingdom, beginning with the unicellular forms and developing the principles of classification. The higher plants are studied largely by analysis. In the spring and fall of the year field trips are taken for collecting and for study of ecology. The practical side of botany is emphasized throughout the course. Text for class work: Bergen and Davis' Principles of Botany with laboratory work assigned from various manuals in the laboratory. Prerequisite: 1-2-3 General Science. Three credits.

MR. BUCHHOLZ.

13-14. *Physical Geography and Geology.* In addition to the usual topics covered by a course in physiography, some time in the course is devoted to a study of the earth as a planet and its relation to the solar system. The study of the physiographic process is supplemented by demonstrations and field work. Some laboratory work is also done, including map studies of topography. Occasionally illustrated lectures are given on a series of connected topics bearing on physiography. Prerequisite: 1 and 2 General Science, or the equivalent. Fall and winter term. Two credits.

MR. BUCHHOLZ.

15. *Historical Geography.* This course follows the above course and is intended to give the student a general introduction to the earth's history. Some exercises on selected topics are assigned from the reports of the Arkansas Geological Survey. A typical collection of fossils in the laboratory is used to demonstrate the succession of

life. The stratigraphy of this locality is studied on field trips. A note-book and some laboratory work are required. Spring term. One credit. MR. BUCHHOLZ.

16. *Physics*. This portion of the course covers measurement; mechanics of gases, liquids and solids; molecular motions; force and motion; molecular forces; expansion of solids, liquids and gases. This course will include thirty experiments, requiring two hours each, to be performed by the student. Fall term. Prerequisite: Algebra and Plane Geometry. One credit.

17. *Physics*. A continuation of the above course covering the field of electricity and magnetism. About twenty-five experiments. Winter term. Prerequisite: Algebra, Plane Geometry and Physics 16. One credit.

18. *Physics*. This part of the course in Physics includes heat, light and sound. A part of the time is devoted to a review of some of the year's work and to the solution of special assigned problems. Courses 17 and 18 may be taken without reference to sequence. About twenty experiments. Spring term. Plane Geometry, Algebra and Physics 16. One credit.

19. *Laboratory Physics*. Students who have had a course in Physics with laboratory work elsewhere, when such course is not equivalent to Physics 16, 17, 18, may make up such deficiencies by satisfactorily performing the experiments outlined in this course. Such students shall present the note-book showing the work covered in their former laboratory work, after which the list of laboratory exercises will be assigned. Prerequisite: Algebra, Geometry and a course in Physics. One to two credits.

MR. CORDREY.

20-21-22. *General Chemistry*. Students taking this course are expected to have completed at least Physics 17 and 18. Two terms are devoted to a study of the general principles of chemistry, giving special attention to the chemistry of industry. The work of solutions includes

a thorough study of the theory of electrolytic dissolution and the formation of ions, and the work is developed from this standpoint. Emphasis is also placed upon nomenclature. The problems accompanying the text are assigned regularly. The latter part of the spring term is devoted to a review of the year's work. The laboratory work here develops the fundamentals of qualitative analysis. Text: McPherson and Henderson. Recitations, two; laboratory, three periods per week. Prerequisite: Physics 16 and 17, or the equivalent. Three credits.

MR. CORDREY.

23-24. *The Teaching of Biology.* Laboratory technique receives considerable attention in the early part of this course. Methods of staining and mounting temporary and permanent microscopic slides are taught, with considerable practice work in this direction. Students are allowed to keep their slides when they pay for the materials used, and opportunity is given for making sets for botany, zoology and physiology. Some attention is given to the methods in setting up experiments, such as osmosis, plant and animal physiology demonstrations, and their like; methods of preserving materials, collecting and mounting plants and insects. The equipment of a laboratory and the arrangement of its interior are also considered. Elementary text-books in botany, zoology and physiology and the various methods of instruction are discussed. Prerequisite: Biology and Botany. Two credits.

MR. BUCHHOLZ.

25. *The Teaching of Physical Science.* This is a course intended for those who expect to teach physics or elementary science in the high schools. The equipment and maintenance of a laboratory receives considerable attention. Each student is required to select a list of apparatus to cover a given list of expenditures, from the standpoint of economy and utility. The making of apparatus receives attention and various pieces of apparatus will be assigned to the members of the class for construction or repair. The various high school texts

are considered as well as a discussion of the methods of conducting recitations, class demonstrations and laboratory work. Prerequisite: Physics and Chemistry. One credit.

MR. CORDREY.

DEPARTMENT OF AGRICULTURE.

MR. HOLLOWAY.

The aim of the department is not to make farmers of the students, but to instruct them in the underlying principles of agriculture. To this end the practical as well as the theoretical side of the subject is strongly emphasized. A demonstration farm, provided with the most modern implements, together with a well equipped laboratory tend to make the work more efficient and profitable.

The following courses are offered by the department:

Science 1 and 2. Science 1 and 2, or equivalent, are prerequisite to courses in Agriculture except non-credit review courses. See under department of natural sciences.

3-4. Agriculture. These courses are elementary, dealing succinctly with such topics as (1) properties and management of soils, (2) farm crops, seed selection, rotations, (3) vegetable and fruit culture, plant diseases, (4) live stock.

Prerequisites Science 1 and 2. Required in Rural School Courses. Two credits.

5 Rural Economics and Social Life. This course is one intended to enable the prospective rural teacher, through his knowledge of prevailing conditions and his plans for their improvement, to become a community leader. All phases of rural economics, and social life are dealt with in a concrete, non-technical manner. Required in Rural School Course. One credit.

10. Agronomy. This course covers, in a much more comprehensive manner than in Course 3, the work on soils and field crops. Advanced laboratory work, in keep-

ing with the text-book work, and reports on outside readings and observations are required. One credit.

11. *Animal Husbandry.* Following a brief study of present day types, this course deals with stock judging and the management of all classes of live stock. One credit.

12. *Horticulture.* The various methods of plant propagation, forcing structures, vegetables and fruit culture, and the control of organisms detrimental to plant life are the subjects dealt with in this course. The garden, orchard, and green house furnish material for practical work which is supplemented by some work of a technical nature in the laboratory. One credit.

15. *Farm Management.* In this course the farm is analyzed from a business standpoint. The various factors influencing the cost of farm products are thoroughly discussed with a view of determining the profit or loss resulting from their utilization or sale. One credit.

Review Course in Agriculture. Students who have had some Agriculture, but who feel the need of a general rapid review of the subject for the purpose of passing examinations or other reasons, may take the review course. No Normal School credit will be given for this work.

NOTE—Courses 10, 11 and 12 constitute a year's work in Agriculture. Each course is designed to be a unit in itself, hence the courses may be taken in any order.

DEPARTMENT OF DRAWING.

MISS BERNARD.

1. *Elementary Drawing.* Elementary lessons in color and form. Blackboard sketching with special reference to illustration of grade work.

Elementary design for the purpose of teaching children

to make objects of interest in connection with school work, such as booklets, folders, calendars and blotters. Three hours per week. Two-thirds credit.

2. *Object Drawing.* Blackboard sketching. Object in pencil, charcoal and other mediums to develop manual skill and sense of form. Three hours per week. Two-thirds credit.

3. *Applied Drawing.* Application of the various lines of work to public school conditions. Note-books, with examples of drawings in color, pencil, and various mediums used during the year, bound by students, with original designs for covers. Three hours per week. Two-thirds credit.

7. *Advanced Drawing.* Still life in charcoal and water color. Autumnal plants and flowers drawn in pencil and water color. Design and application. Action drawings. Picture study: first, second and third grades. Elective in Normal Course. Two-thirds credit.

8. *Advanced Drawing.* Continuation of first term's work. Picture study, fourth, fifth and sixth grades. Elective in Normal Course. Two-thirds credit.

9. *Special Methods in Drawing.* A brief course in art history in connection with picture study, for seventh and eighth grades. Review and Normal Methods. Elective in Normal Course. Two-thirds credit.

DEPARTMENT OF HOME ECONOMICS.

MISS RANDALL.

COOKERY.

The aims of Home Economics course are, first to give the student a practical and thorough knowledge of the subjects included, to develop skill in execution, and lastly to apply this knowledge to use in the school room or home, in the most practical, efficient and educational manner.

Principles of Cookery. This course is for the purpose of acquainting the student with the fundamentals of cookery—the principles, the processes and the foods involved. This includes the use of utensils, stoves, fuels, and methods of cookery required.

Home Cookery. This course is for the preparation of the student who expects to teach Home Economics and for the one who desires training for the home. It includes the preparation of foods, the planning of menus, preparation of meals, serving and market. Prerequisite. Class instruction four periods weekly.

Teaching of Home Economics. Aims, subject matter and methods for the graded schools will be discussed. Equipment of laboratories and planning costs will also be considered. Required for practical teaching. Class instruction two periods a week for one half term.

Demonstration Cooking. This is a preparatory course for teaching, but contains valuable subject matter for the student desiring training for the home. It presents new food combinations, new methods and processes of food construction suitable to the home. Class instruction, four periods a week, second half term.

Household Management and Sanitation. This course is valuable for students desiring to teach Home Economics, and also for those desiring training for the home

This includes considerations of the division of the income, the planning of work, choice and arrangement of kitchen apparatus, and a consideration of the kitchen itself. This class meets two periods a week for the first half of the term—running parallel with prescribed courses.

Nutrition and Dietetics. The principles of nutrition and dietetics are given in this course with emphasis upon the proper nourishment of the infant, the growing child and the adult. Class instruction, four periods weekly.

CLOTHING AND TEXTILES.

The courses in clothing and textiles are for the preparation of the student who expects to teach. Fundamental knowledge is offered; application, aims, and methods of presentation are considered throughout the course. The student who takes the work for domestic training will find the instruction in clothing and textiles of equal practical value.

Elementary Sewing. This course offers fundamental instruction in hand and machine sewing. It includes the construction and use of stitches, seams and finishings, the use of machine and attachments and the making and use of patterns. Simple garments will be made for the application of these principles. Required class instruction three periods weekly.

Textiles and Hand Work. In this course, cotton, linen, wool and linen will be studied, their production, manufacture and kinds of materials marketed.

The hand work will include darning, patching, rubber mending, knitting, crocheting and simple embroidery. Class instruction three periods weekly.

Teaching of Textiles and Clothing. This is a course in aims, methods and subject matter, suitable for the public schools. Practical problems will be worked out and reference reading will precede discussion in subject matter and aims. Class instruction two periods weekly. Full credits.

This course is required of students who wish to do practice teaching and is strongly advised for those who expect to teach the subject otherwise.

B. Application of Design to Various Materials. In this course an opportunity for work with various materials will be offered—use of materials, application of design to materials and suitable combinations of materials will be considered. Waists and a dress will be made. Class instruction three periods weekly.

This course is presented for the benefit of those who do not wish to take A but is recommended also for those who expect to teach in the upper grades or high schools.

Elementary Design and Construction. This course includes designing and pattern drafting, fitting and altering. A shirt waist and tailored skirt will be made. Class instruction three periods weekly.

DEPARTMENT OF READING AND MUSIC.

MRS. HARRELL.

READING.

Reading in the public school continues to be a subject for which we find few well prepared and successful teachers, and yet all teachers in all grades of the public school are expected to teach this subject.

2 *Reading.* The purpose of this course is to teach the teacher to read intelligently with the proper interpretation, laying special stress upon the correct mental attitude. Special drills are given in the study of enunciation, articulation and pronunciation.

Classes will be required to take up the teaching of public school reading step by step. Opportunity will be given to observe and teach this subject in the Training School. Required. Five recitations per week. One credit.

VOCAL MUSIC.

Vocal Music. The study of music is assuming more importance in public schools and high schools of this state and trained teachers are greatly in demand. The system known as departmental work is being adopted in many schools, where the teacher is expected to teach a certain grade and the music of the entire school.

The ability to teach music in connection with grade work will improve the candidate's chances of obtaining a position as well as higher remuneration. We are in

accordance offering a well defined course in public school methods covering the eighth grades of public schools as well as specific work in specified grades.

4-5-6. *Music*. This course is composed of eight lectures on the essentials necessary to the understanding of music, sight reading and public school methods. Attention is also given to voice placement; breath control; position and interpretation; study of key-board; ear training; eye training, the relation between the two; time; note singing; rhyme. A repertoire of fifteen rote songs is taught with methods of presentation. Opportunity is given to observe and teach this subject in the Training School. Three terms. Two hours per week. One-half credit per term.

10-11-12. *Advanced Music*. This course is arranged for students who have special talent in music and expect to conduct high school choruses and glee clubs.

Introduction to harmony, scale and melody writing, chord reading, form and analysis, interval and two-part writing, cadences modulations, dictations, chorus direction, management of high school choruses and glees, and study of simple choruses, anthems and cantatas.

Programs will be outlined for entertainments and commencement exercises. A small amount of music history will be given illustrated by selections from prominent composers. Three terms. Two hours per week. One credit.

PIANO.

MISS COPELAND.

Preparatory.

Piano I. Studies for early development in reading, velocity, expression, rhythm and phrasing to meet individual requirements of pupil such as: Kohler, Czerny, Krause, Zurlibt, Burgmuller, op. 100 and (Concone) op. 24. Easy sonatas. Sight reading; selections, correlating with exercises, given at discretion of teacher.

Piano II. Technical Studies. Duvernoy Op. 120 or 176, Kohler, Op. 242 Loeschhorn, LeCouppéy, Burgmüller Op. 109, L'Agelie. The more difficult sonatas of classic and modern composers. Selections correlating with studies. Sight reading.

Collegiate.

Piano III. Technical Studies. Heller (52 select studies) Bertini's selected studies, Lemoine, Op. 37, Clementi's sonatas, Bach, Little, Preludes and Fugues, Velocity studies to meet individual requirement of pupil. Selections at discretion of teacher.

Piano IV. Technical Studies. Cramer Etudes, Book 1 and 2, Heller (Bohlman Edition) Bach, Two Voice inventions, continuation of velocity studies. Haydn and Mozart sonatas. Compositions from modern and classic composers.

Piano V. Technical Studies. Clementi's Gradus ad Parnassum, Cramer's Etudes continued. Bach, Three-voice Inventions, Vogt Op. 145 Mozart and Haydn sonatas continued, 4 standard compositions.

Piano VI. Minimum. Kullak Octavo studies; 5 Preludes and Fugues from Bach. Well Tempered clavichord or equivalent in Bach, 2 Chopin Etudes, 2 Beethoven Sonatas. 1 classic concerto.

Advanced.

Selections from Etudes by Liszt, Chopin, Moszkowski, and more difficult sonatas, concertos and compositions by Chopin, Beethoven, Bach, Moszkowski, Mendelssohn, Schumann, Saint-Saëns, etc. Ensemble work and public recital. Course in primary methods of teaching piano.

COMBINED LYCEUM COURSE.

The students of the Normal will have an opportunity as usual to attend a very high class lyceum course. The school of Conway have combined for the purpose of presenting a strong course. The attractions for next year are as follows:

DeKoven Male Quartette. The DeKovens have been presenting musical programs constantly for ten years. This is one of the best popular musical organizations in the lyceum field.

Robert Parker Miles, Dramatic Lecturer. Mr. Miles has lectured to more than 1,800 audiences during the past ten years. His lectures are dramatic, interesting and inspiring.

Elias Day, Characterist. Elias Day is a master of his art. In the particular field which he covers, there is none greater.

Clifton Mallory Company, Lyceum Players. This company offers choice selections of classic and modern drama for the lyceum platform. There are six members of the company, all highly talented. They will present David Garrick or some modern production.

Ralph Parlette, Lecturer. The following is a very good description: "Ralph Parlette! Who will unravel the mystery of this man's power, or disclose the secret of his genius? Lacking every grace cultivated by public speakers, this paradox of the platform eclipses them all. He takes the commonplace facts of daily life, clothes it with homely language, breathes into it his own grotesque personality, and by some alchemy of genius unfolds a great truth of beauty and power."

Ernest Gamble Concert Party. This company is composed of Mr. Ernest Gamble, baritone, Miss Verna Page, violinist and an accompanist. This is a high class company giving both classic and popular selections.

Albert Edward Wiggam, Lecturer. Mr. Wiggam was

with us last year. His lecture was so satisfactory that the Committee decided to place him on the course again next year.

The Cord-Rummel Company. This company is composed of Miss Fay Cord, Mr. Wm. Morse Rummel, Mr. Henry Kelley and Miss Yonne Koniger. Miss Cord has a rich soprano voice of unusual beauty. Her lyric work reminds one of Jenny Lind. The other members of the company are of equally high rank.

List of Graduates.

Class of 1908-1909.

Nova Blackwell	Daniel W. Emerson
Anna Davidson	D. K. Hubbard
Edgar Holiman	Bessie Lair
Mary Kittrell	Comora Reed
Robertta Matmuller	Sidney Wells
John R. Brooke	

Class of 1909-1910.

Bertie Adams	Martin Downing
Velma Cook	Lizzie Elsberry
Birdie Dunlap	George Floyd
Ezra Ferguson	Hattie Gibbons
Ola Ford	Online Hawkins
Annie M. Goodwin	Dove Harton
Rosalie Hammond	Nell Hutchins
Sallie Hildreth	Edith Lamar
Walter Isgrig	Charles Moore
Anna McKamey	Wadie Pettigrew
Rosa E. Moore	Mina Renfrow
Ray Powell	Lucia Starnes
Lizzie Shetley	Vesta Thompson
Viola Stone	Mary Wilson
Ida Bragg	

Class of 1910-1911.

Aubrey Adney	C. C. Blair
Willie Bryan	Judd Bullington
Bettie Clay Cason	Ruth Correy
W. J. Clark	G. O. Dalton
C. C. Hunnicutt	Pearl Haller
Hazel Howard	W. J. Jameson
Ethyl Julian	Inez McConnell
Fletcher McElhannon	Elgin Milton
Lena Moore	Nettie Kate Rachels
Chester A. Short	Frank Steed
Addie B. Whitley	Helen Wozencraft

Class of 1911-1912.

Evelyn Baird	Monroe Campbell
Portia Byrd	Zada Lee Craig
Mattie Carlton	Lena Gadd
Mollie Davis	Floy Goodwin
Audrey Goode	Julius Gray
Maggie Goodwin	Olive Haskew
Grace Greer	Willie Mashburn
Icie Major	Isaac F. Morris
J. W. Melton	Perry Nelson
Ila McCarley	Gilbert Y. Short
Florence Owens	Allen Webb
Willie Thrailkill	Claude Wilkerson
Jessie Wheat	Ekron L. Wray
Pattie Brannon	

Class of 1912-1913.

Clair Blair	Ambrose J. Dew
James H. Davis	Orpha Gideon
Irving M. Greer	Clara Vivien Hudson
Ida May Hogan	Leona Maddox
Myrtle Lewelling	Anna McCain
Douglass B. Keith	Pearl Dee Jones
Lillie Lee Jones	Irene Rice
Ima Pendergrass	Sarah Hattie Ross
Bessie Randelman	Maud Steed
Floy Stewart	Minnie Elizabeth Warren
Willie Smith	Ruby Lee Wilson
Chlora Wheat	Myrtle Thompson
Mary Alabama Wilson	Burl Short
Ruth Cazort	Edith Wise
Irving Ball	

Class of 1913-1914.

W. W. Bishop	Jaspar Calaway
G. S. Butler	Vera Dean
Sam Clark	May Goad
W. A. Ellis	Funice Jones
Minnie Jones	Emma Jones
Grace Jackson	Annie Moore
Lee Marble	Joe Norris
Mary Melton	Carrie Plunkett
Myrtle Nelson	Ola Parsons
Opal Pendergrass	Jewel Snow
J. E. Potts	Ethel Scott
Lillie Smith	Troy Ray
Alice Berry	

Class of 1914-1915.

Homer Bruce	Marvin Carter
Lonie Baldwin	Paul Batson
Robert Chandler	Ethel Comstock
Clinton Cook	Jack Cook
Roxie Deal	Alla Elliott
Lemuel Francis	Ruth Hayhurst
A. C. Houser	Ula Johnston
Jewell Jones	Mabel Harris
Edgar Martin	Mildred Matthews
Ed. McCain	John McCulloch
Homer Nelson	Frank McDonal
Irpeel Paxson	A. L. Patton
Pearl Smith	Leonard Turner
Vernon Thompson	John Teeter
Fredrica Upchurch	Josephine Upchurch
Clyde Vinson	T. R. Vinson
Valrie Voss	Lula West
Otho Wilkerson	Respass Wilson
Ruth Galbraith	Tannie Wilson
Lois Bostick	

Senior Class 1916.

Lola Brewer	DeQueen
Carrie Brewer	DeQueen
Bernard Bruce	Sidney
Chester Bryant	Holland
W. M. Brown	Blaine
*Esther Cotham	Monticello
*Hugh Clark	Conway
Clyde Davis	Ozark
Henry F. Dial	Pine Bluff
*Lod Goza	Faber
Ella Goza	Faber
*Orville Halbrook	Center Ridge
*Virginia Hatcher	Imboden
Gladie Harding	Holly Grove
Lee Etta Jackson	Hope
Virginia Jackson	Lewisville
Ethel Martin	Jacksonville
Ruth McCarroll	Van Buren
Mattie Melton	Conway
*Hubert Minton	Whelen Springs
Elbert Moore	Dover

W. H. Morden	Alexander
Edward Houston Nelson	Spiro, Okla.
*Gladys Nunn	Monticello
*Lucile Polk	Imboden
Stella Prothro	Ferndale
C. M. Reaves.....	Conway
Willie Scott	Benton
Nellie Thorburn	Prescott
*Kate Wathern	Altus
Elmer Wray	Conway

* Students who lacked not more than four credits of completing the course and were allowed to complete these requirements during the summer.

Enrollment Summer Term 1915.

Alexander, Carrie Sue	Bassett, Gladys
Anderson, Toka	Brown, Louise
Albritton, Susie	Brooks, Alta
Andrews, Vida	Cochran, Kate
Allen, Pearl	Collins, Lottie
Adams, Birdie	Childress, Ora
Adams, Merle	Choate, Sallie
Arnett, Anna	Cox Pearl
Brewer, Carrie	Cook, Jack
Brewer, Lola	Cheshire, Jessie
Brown, Wm.	Carson, Jewell
Berry, Zada	Cart, Hester
Bachman, Ida	Cathey, Adele
Brewer, Forrest	Clayton, Bonnie
Burt, Willye	Cubage, Delia
Barry, Grady	Compton, Ed
Ball, Lizzie	Carmichael, Ludie
Bull, Lester	Clayton, Bennie
Beutelschies, Agnes	Cottner, Hettye
Beavers, Ollie	Craig, Ruth
Bayse, Pearl	Crichlow, Eva
Brown, Nora	Cleveland, J. M.
Burns, Golda	Cannon, Chessie
Brown, Tommy	Chitwood, James
Bennett, Morio	Crabtree, Ray
Bennett, Byron	Dodson, A. W.
Buffalo Rachel	Dial, C. M.
Blair, Floy	Dial, H. F.
Burton, Thos. J.	Dougan, Charlcie

Emde, Ida
Echlin, Geneva
Feaster, Hattie
Fordemwalt, Vera
Feaster, Sue
Fry, Clifford
Fort, Pearl
Finn, Christobel
Goza, Lod
Gardner, Eppie
Gardner, Amy
Goldsby, Leonora
Gee, Mary
Griffin, Bessie
Garretson, Minnie
Gibbons, Margaret
Griffin, J. B.
Gregg, Mrs. Myrtle
Gorman, Catronia
Hamm, Gertrude
Hamm, Gussie
Holmes, Nettie
Hall, Martha
Hudgins, Agatha
Hudson, Clemmie
Huntley, Aurie
Harris, J. A.
Hanchey, C. T.
Hull, Will
Hughes, Addie
Hinkson, Mrs. Pearl
Hames, Beulah
Halbrook, Orville
Halbrook, Ira
Hale, Grace
Harris, A. C.
Jones, Dee
Jones, Lee
Johnston, Richard
Joiner, Corrie
Jackson, Lee Etta
Johnston, Eleanor
King, Celia
Keys, Ethel
King, Fairy
King, Evvie
Keaton, Madge
Kaufman, Eugenia
Kitchens, Nobie

Lewellyn, R. C.
Lewellyn, Edwyll
Lipe, Lola
Lewellyn, Velma
Lewellyn, Effie
McCarley, Bernice
Miller, Pearl
Martin, Minnie Linn
McDuffie, Odis
McNeil, Fay
Murphy, G. G.
Mosely, Susie B.
McCulloch, John
Mitchell, John
Mabry, Mary Jeff
Medlock, G. E.
Morris, Edna
Morrow, Clara
Moore, Mrs. Lula
Majors, Edwin
Melton, J. W.
Meeks, Flossie
Messenger, Lorin
Minton, Hubert
Mosely, H. F.
Moreland, Icy
Martin, Edgar
McCord, Johnnie
Melton, Minnie
Melton, Mattie
Nix, Grace D.
Newton, R. L.
Nelson, Margie
Newman, Lillie
Nelson, Claude
Owen, Blanche
O'Bryant, Eunice
O'Bryant, Bertha
Perry, Lillian
Parker, Vernetta
Poe, Pearl
Paxson, Fred
Parsons, Ola
Porter, Ruth
Peck, Grace
Reding, Ruby
Reaves, C. M.
Rector, Leonora
Russell, Sue

Reed, Annie
 Read, Eulerah
 Roberts, C. B.
 Robins, Bennie
 Richmond, Ila
 Randall, Bessie
 Russ, Reba
 Rodman, Lena
 Reiff, Dorothea
 Slater, Ethel
 Sullivan, G. C.
 Slater, Inez
 Sitze, Venah Mae
 Smith, Claudia
 Stephenson, Mai H.
 Smith, Lyda
 Sullivan, Mary Bob
 Sullivan, Myrtle
 Scifres, Flora
 Sloan, Ella
 Scott, Mary
 Scott, Ruth
 Smart, Virgie
 Stewart, Myrtle
 Smith, Willie
 Smith, Claudia
 Stutes, J. B.
 Thompson, Clyde

Thayer, Corrilla
 Tinney, Lucy
 Taylor, O. H.
 Trice, Donna
 Trice, Annie Laurie
 Thompson, Ida
 Tucker, W. A.
 Vaughan, Cassie
 Vinson, T. R.
 Vinson, Bertha
 Wingfield, Robert
 Warren, Effie
 Williams, Lillie
 Wingfield, Minnie
 Wingfield, Jessie
 Williams, Lois
 Webb, Lonnie
 Wahl, Francis
 West, Lula
 Whitton, Audrey
 Wright, Wilma
 Westmoreland, Winnie
 Walsh, Martha
 Wells, Mattie
 Whitfield, Mrs. Lorensa
 Wray, Mae
 Wright, E. W.

Enrollment Regular Session 1915-1916.

Arthur, Vena
 Adcock, T. W.
 Alsobrook, Bernis
 Atkisson, Elsie
 Armstrong, Frankie
 Austin, Louise
 Bratton, Imogene
 Bryant, Irma
 Bachman, Ida
 Bryant, Lillie
 Bratton, Velma
 Byler, Essie
 Boyd, C. E.
 Blair, Faye
 Brown, Wm.
 Beck, Ethel
 Brown, Mattie
 Best, Mrs. Myrtle

Brewer, Lola
 Brewer, Carrie
 Barley, Carl
 Buzbee, Paul
 Bonar, Mary
 Bettie, Minnie
 Billings, Etta
 Bradford, Howard
 Brooke, Joe L.
 Bruce, Bernard
 Brown, Geo. J.
 Ball, Floyd
 Boyce, J. T.
 Bell, J. A.
 Blackerby, Joe
 Burford, W. A.
 Bridges, Mae
 Brasher, Idene

Black, Blanche
Buck, R. E.
Blair, Willie
Bryant, Leslie
Browning, Mabel
Bryant, Edith
Barringer, Carrie
Ball, Lizzie B.
Ball, Glennye
Baker, Dan
Bryant, Chester
Cordrey, Willie
Cockrell, Gertrude
Cameron, Zilla
Cannon, Chessie
Childress, Virgie
Carmichael, Camille
Coventon, Jewel
Crafton, Dora
Crafton, Zola
Clark, Hugh
Chisler, Corine
Carmichael, Ludie
Cecil, Argie
Connell, Milton
Cotham, Esther
Conway, Dollie
Close, M. L.
Crabtree, Mary
Crabtree, Joe Bell
Copeland, Earl
Campbell, Earl
Campbell, Chas.
Conatser, Burl
Crowley, Nannie
Cheek, Tennie
Crosby, Fredda
Denman, Dale
Dunn, Julius
Du Laney, T. A.
Davis, Nelle
Day, Joe
Davis, Clyde
Deaton, Virgil
Donnell, Sam
Dodson, Robert
Davis, Anna
Dean, Council
Daugherty, Berta

Dum, Caspar
Dotson, Carey
Dearing, Bessie
Doherty, Lewis
Dowdy, Cleve
Dowd, L. E.
Dunlap, Ethel
Dixon, Alice
De Boise Blanche
Dial, H. F.
East, Ermal
Evans, Una
Edwards, Homer
Fricks, Winnie
Fuller, Lowell
Fuller, Everetta
Farish, Anna
Fitzhugh, Iza
Fitzhugh, Dessie
Fitzhugh, Veda
Foreman, J. A.
Ferrell, W. C.
Foster, Mary
Furqueron, Nellie
Fry, Clifford
Goodwin, Hazel
Gerhardt, Margaret
Good, L. M.
Good, J. M.
Glover, Carroll
Goza, Ella
Goza, Lod
Gray, Gladys
Green, Charles
Gilham, C. H.
Gilham, R. G.
Garrett, Don
Guttry, Josephine
Goatcher, H. A.
Goatcher, Mrs. H. A.
Goatcher, Tabitha
Gill, D. W.
Hogan, Eunice
Hopson, Laura
Hill, Troy
Howell, Maude
Harter, Virgeline
Hudson, Dora
Hiles, Juanita

Harper, Irene
Hill, Sirena
Hale, Hermann
Hale, Mildred
Hamilton, N. M.
Hawk, Etolia
Henderson, Ethel
Hames, Beulah
Hamilton, Ruth
Hollingshead, Vascoe
Hays, Ardia
Halbrook, Orville
Hofstattar, Edna
Harrod, Laynie
Harrod, James P.
Holt, ,Paul
Hatcher, Virginia
Hudgins, Addie Beth
Hudgins, Bill
Hodnett, O. B.
Hames, T. F.
Hunter, Earnestine
Hamm, Gertrude
Hamm, Inez
Hull, Will
Hinson, Ellery
Henry, W. C.
Harding, Gladdie
Haynes, Sadie
Hill, Gertha
Hartsell, Alice
Holmes, Bertha
Howard, Pearl
Hall, Grady
Harris, A. W.
Holeman, Florence
Honeycutt, T. M.
Haney, St. Elmo
Hobson, L. M.
Hamby, E. W.
Hamby, Grace
Hamby, Ruth
Hite, Bess
Holt, Maude
Hart, Mrs. T. L.
Irwin, R. H.
Jackson, Virginia
Johnston, Eleanor
Johnson, Mrs.

Jackson, Lee Etta
Jackman, Luke
Johnson, Richard
Johnston, Lurly
Jamison, Grace
Jamison, Marvin
Johnson, Austin
Jones, Thurman
James, Helen
James, Clara
Johnston, C. C.
Jaggars, M. S.
Jaco, Marjorie
Jameson, Will
Kimbrow, Evona
King, Celia
King, Ben
Kuykendall, Ella
Kuykendall, Ivah
Kennedy, Mary
King, Ida V.
King, Cabel
Knighton, C. N.
Koonce, E. I.
Linn, Lily
Lewallen, Ova
Larey, Bert
Lowery, Ollie
Lyle, Mary
Lyle, Jennie Bell
Legg, Jess
Legg, Mims
Legg, Douglas
Lipe, Eula
Lewis, H. N.
Lyons, Dollie Mae
Long, Frank
Lea, Lucile
Laney, Gertrude
Little, Hazel Lee
Lovell, Mrs. Minnie N.
Lane, Irene
May, Sadie
McCarroll, Ruth
McCarroll, Lucile
McKeowan, Leonard
Moore, Samuel
Moore, Tom
McMahan, Brann

Mills, Gladys
Melton, Mattie
Milam, Trixie
Matthews, Renna
Matthews, Floy
Morden, Wade
Morden, Janie
Morden, Allie Gray
Majors, Edwin
McCord, Johnnie
Moore, Hugh
Munn, Lois
Moore, Edna
Middleton, Myrtle
Moore, Elbert
Moore, Stella
Minton, H. L.
McAnally, H. A.
McCollon, John
McCollum, Fred
Martin, Ethel
Martin, Kathryn
Montgomery, Belle
McCuiston, Nettye
Montgomery, E. A.
Mills, W. L.
Martin, Thelma
McCastlain, Jimmie
Mayes, W. E.
Miles, Ruth
Moore, Aubrey
Marr, Ruth
Matthews, C. G.
McWilliams, Myrtle
McNeil, Dura Lois
Moore, Mrs. Roberta
Nobles, Rosa
Moore, John
Nichols, O. L.
Nichols, Lela
Nesbit, Edna
Nelson, Margie
Newton, Lela
Nunn, Gladys
Nelson, F. E.
Owen, Floyd
Owens, Addie
Owen, Doris
Owens, Elmer

Owens, John
Peck, Grace
Patty, Rosa
Pendergrass, Manila
Paulk, J. B.
Polk, Lucile
Plunkett, Marion
Plunkett, Francis
Parr, Sadie
Park, Wm. J.
Pairet, G. L.
Park, Jennie
Pittman, Mrs. Anna
Peters, Barton
Parks, Mayme
Perry, Bertha
Price, A. D.
Puckett, Matilda
Phelps, Ruth
Patton, Kate
Prothro, Stella
Prothro, Ealy
Royer, Blanche
Reaves, Minnie
Reaves, C. M.
Rusk, Art H.
Risor, Travis
Reynolds, Eldon
Reeves, Nella
Russell, Carl
Rupe, Letha
Robertson, Lettie
Roland, Alpha
Sloan, Dewey
Screeton, Susie
Stranfield, Zola
Sullivan, Lou
Scott, Willie May
Scott, Willie
Snow, Roy
Slagle, Floyd
Slagle, Mrs. Floyd
Sturdivant, E. C.
Snow, Pauline
Sloan, Ella
Spooner, Eva
Shoffner, Lillie
Smith, Arkie
Simms, S. A.

Simms, J. R.
 Stermer, Hugh
 Stewart, Von
 Sweet, Celestia
 Spradlin, Elvis
 Sullivan Willie Mae
 Simmons, Tressie
 Thorburn, Nelle
 Turner, Elmer
 Turner, Lois
 Turner, Czerda
 Throngmorton, Vivien
 Troxwell, Archie
 Thompson, Clyde
 Thompson, Alma
 Teas, Paul
 Thomason, D. W.
 Thornton, Odis
 Tompkins, Calvin
 Vinson, Clarence
 Vinson, Earnest
 Voss, Aline
 Van Natta, Dell
 Vaughan, Emmett
 Webb, Lottie
 Williams, Lucy
 Webb, Lonnie
 Woods, Kyle
 Wyatt, Vesta
 Wiles, Dean
 White, Frank
 Wray, John
 Wray, Elmer
 Wray, Orion
 Wray, Mae

Webb, Arlie
 Williams, Nina
 Williams, Jessie
 Welch, Gladys
 Welch, Maude
 Welch, Margaret
 Wright, E. E.
 Wright, Mrs. Icy
 Watson, H. E.
 Ward, Nannie
 Warren, Effie
 Wathern, Kate
 Wahl, Lillian
 Wingfield, Bob
 Wilkerson, Nelle
 Williams, J. C.
 West, Grace
 Weatherly, Harley
 Whitten, Audrey
 Watson, Oma
 Ward, Inez
 Whitten, Arthur
 White, Clara
 White, Beulah
 Wozencraft, Maude
 Wise, Nora
 Williams, Lillie
 Williams, Dixie
 Wilson, Anna
 Wheeler, Ruth
 Yarbrough, Ophelia
 Young, Myrtle
 Zimmerman, H. A.
 Zimmerman, Gladys

Normal Training School.

Grade I.

Firestone, Willie
 Harrell, Wadean
 Harrison, Lucile
 Henderson, Agnes
 Mills, Corean
 McHenry, Sara
 Morris, J. B.
 Phelps, Grace
 Smith, Dent
 Smith, Ester

Turner, Ruth
 White, Malta

Grade II.

Brown, Bernice
 Brown, Herman
 Evans, Frank
 Guilbeau, Peggy
 Meadors, A. J.
 Moore, Nathaniel
 Morris, David

Roper, Lillian
 Simmons, Charles
 White, Dessie

Grade III.

Boyd, Ray
 Brennan, Agnes
 Brown, Agnes
 Hamilton, Martin
 Hancock, Glennie
 Harmon, Lucy
 Hart, T. L.
 Henderson, Pauline
 Lovell, Tom
 Hicks, Joe
 McHenry, Robert
 Newbern, Morgan
 White, Jessie
 White, Myrtle
 Womack, Elma Lee

Grade IV.

Collier, Mary
 Ellis, Beatrice
 Hancock, Clyde
 Jones, Julian
 McDuffee, Murl
 Meadors, Olive
 Morris, Lyman
 Mills, William
 Webb, Ruth
 White, Faber

Grade V.

Adams, Agnes
 Brown, Goldia

Brown, Paul
 Durham, Edwin
 Davidson, Sam
 Freeman, Dorothy
 Guilbeau, Honore
 Hart, Lorraine
 Hinderson, Anna
 Moore, Herbert
 Newbern, Kitty
 Parks, Roy
 Randell, Julia
 Stewart, Margaret

Grade VI.

Boyd, Glen
 Brown, Kimbro
 Golson, Bessie
 Ingram, Eurice
 Little, Dana
 McCulloch, Sara
 Pinson, Afton
 Randell, Mellie
 Williams, Elva
 Womack, Lucile

Grade VII.

Adams, Loyce
 Brennan, Kathleen
 Harrison, Mabel
 Henderson, Emmett
 Kinsey, Mary
 Moore, Lucile
 Simmons, Lois
 Stephens, Glen
 Turner, Olene
 White, Florence

Summary.

Summer Enrollment 1915.....	221
Enrollment Regular Session 1915-1916.....	399
Total	620
Counted Twice	29
Net Total Enrollment.....	591

This total does not include the 75 grade pupils enrolled in the Training School.

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118

BULLETIN

The Arkansas State Normal School

VOL. V.

June, 1917

No. 3

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*Catalogue
Number*

CONWAY, ARKANSAS

Published Quarterly by the Arkansas State Normal School.
Entered as second-class matter June, 1913, at Conway,
Arkansas, under Act of July 16, 1894.

pp. 47, 48 cut out.

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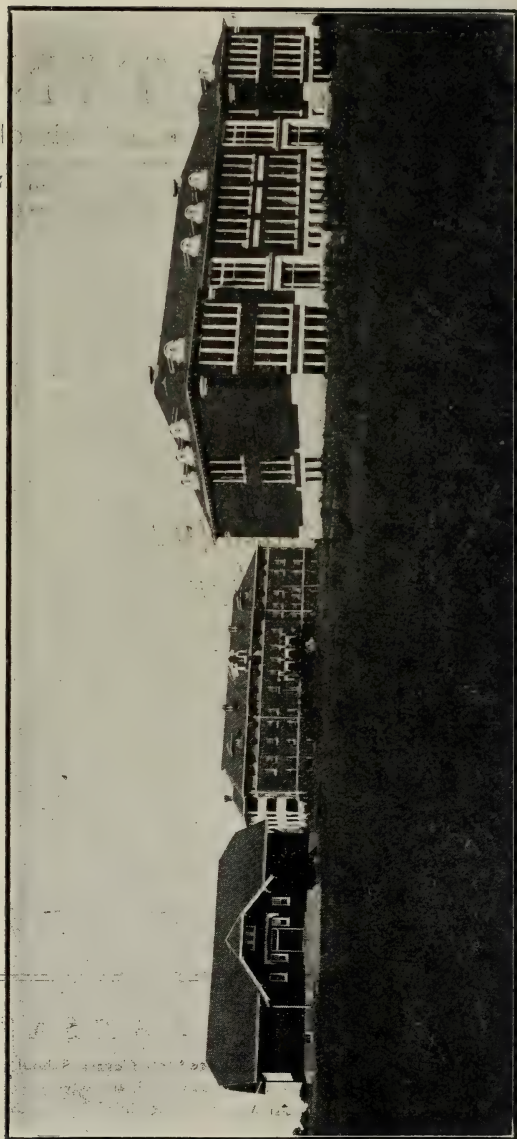
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NORMAL BUILDINGS

Calendar.

First term opens	September 24, 1917
First term closes	December 22, 1917
Second term opens	January 2, 1918
Second term closes	March 15, 1918
Third term opens	March 18, 1918
Third term closes	May 31, 1918
Summer term opens	June 3, 1918
Summer term closes	July 26, 1918

SPECIAL DAYS.

Thanksgiving	November 23, 1917
Christmas	December 22 to January 2
Memorial, Robert E. Lee	January 19, 1918
Memorial, George Washington	February 22, 1918

COMMENCEMENT EXERCISES.

Annual sermon	May 26, 1918
Class exercises	May 29, 1918
Senior exercises	May 30, 1918
Closing exercises	May 31, 1918

Board of Trustees.

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Little Rock	<i>President</i>
HON. R. G. MCDANIEL, State Treasurer,	
Little Rock	<i>Secretary</i>
HON. HOGAN OLIVER, State Auditor.....	Little Rock
REV. T. O. OWEN.....	Hope
HON. W. E. LENON.....	Little Rock
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HON. L. S. DUNAWAY.....	Conway

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Faculty.

BURR WALTER TORREYSON,
President.

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ANDREW JACKSON MEADORS, A. B., A. M.,
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JOHN THEODORE BUCHHOLZ, A. B., S. M.
Science.

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Agriculture.

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HEBER L. M'ALISTER,
Mathematics.

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English—Dean of Women.

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Education.

EVERETT E. CORDREY, Pd. B., S. B.,
Science.

DEAN DEPEW M'BRIEN, A. B.,
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GUY DAN ESTES, B. C. E.,
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.....
Supervisor.

ETHEL TURNER DULIN, B. S.,
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Drawing and Penmanship.

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Home Economics.

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Home Economics.

IVY CALHOUN,
Librarian.

DOROTHY PYLE,
Piano.

LILA WADE HARRELL,
Music and Expression.

.....
Manual Training.

MRS. B. W. TORREYSON,
Matron, Girls' Dormitory.

MRS. JOSIE HILDRETH,
Housekeeper, Girls' Dormitory.

JOHN P. MACHEN, JR.,
Registrar.

.....
Secretary.

PETE WEISMAN,
Farm Manager.

FACULTY COMMITTEES.

CLASSIFICATION.

Womack	Harrin	Meadors
Buchholz	Cordrey	

DISCIPLINE.

Meadors	Holloway	Waldran
Buchholz	Randall	

ENTERTAINMENT.

Buchholz	Waldran	Bernard
Denney	Harrell	

RELIGIOUS SOCIETIES.

McBrien	Ferguson	Harrin
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ATHLETICS.

Estes	Cubage	
Holloway	Bourne	

PUBLICATIONS.

Meadors	Cubage	Ferguson
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RECORDS.

Holloway	Cordrey	Womack
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LIBRARY.

Cordrey	McBrien	
McAlister	Calhoun	

LITERARY SOCIETIES.

Waldran	McBrien	McAlister
Bernard	Dulin	

STUDENT WELFARE.

Womack	Waldran	Meadors
Randall	Denney	

General Information.

INTRODUCTION.

The record of the State Normal School for its nine years' existence is one worthy of note on account of the steady increase in enrollment each year, the marked improvement in the character of work done by the student body, and in the interest that has been aroused through their efforts in Normal School work. It is unfortunate that school directors, either through indifference or necessity, are still employing immature or untrained teachers for the work in our public schools. They fail to look upon their office as one of grave trust and great responsibility. They fail to recognize the fact that a child in the rural school is as much entitled to the very best, wherever it is possible to be secured, in training or discipline as the child who is given the advantage of town or city school life. They fail especially to appreciate the fact that a trained teacher at a good salary is worth more to the community and will do more effective work in the schools in one season than the untrained teacher, except in rare cases, will be able to do in a much longer period.

More than one thousand so-called teachers in this State abandon their work after one year's effort, either because they recognize the fact that they are not suited for the work or because something more to their taste invites them. Their places must be filled by others, and the conviction is steadily fastening itself upon the school directors and patrons in the more progressive districts that the novice in teaching will only in rare cases prove satisfactory. Thus there is a growing demand for teachers who make a study of methods of instruction and of discipline, and who feel the need of genuine preparation before presuming to enter the profession.

The State Normal School offers opportunity to all who desire to teach in the State and who feel the necessity of such help as the Normal School affords. While instruction is given in the various subjects usually taught in the public schools, other lines of instruction needful to the teacher receive much attention.

The Board of Trustees has endeavored to select a faculty in keeping with the views above expressed. The teachers are specialists in their work, and the equipment furnished them for successful service in their departments has been selected with great care. They recognize that those who are receiving instruction here are to be the teachers who, in turn, are to take charge of the common schools of our State, hence every effort is made to fit the students to serve well the school interests of any community where they may be called into the work.

LOCATION.

The State Normal School is located at Conway, Arkansas, thirty miles northwest of the State capital and within seven miles of the geographical center of the State. Its railroad facilities are excellent, there being six passenger trains and two local trains daily. No town in the State has shown a deeper interest in school affairs than Conway. It has contributed over \$225,000 in recent years to aid in the establishment of institutions for higher learning in its midst. It has also one of the best public school buildings in the State, erected at a cost of \$40,000, for which bonds were issued by the school board. Here are located Hendrix College for young men, which has received an endowment of \$300,000, and Central College for young women; the former under the control of the Methodist denomination and the latter a part of the Ouachita-Central system of the Baptists of the State. A waterworks plant and a sewerage system have been installed for the town. Conway bears an exceptional record as regards its healthfulness, diseases of marked fatality being rare.

A college town is usually a town of more than average culture and refinement, and this is true of Conway. The moral tone is exceptionally elevated, the religious sentiment is strong, the civic spirit is of the highest order. Students are made to feel at home in the community, and, in many ways, the citizens make proof of their interest in those who are temporarily among them.

BUILDINGS AND GROUNDS.

The school building occupies a site about one and a quarter miles southwest of the center of town. It is three stories high, constructed of brick and stone, with slate roofing. It is thoroughly up-to-date, provided with modern conveniences, water on each floor, steam heat and electric lights. The basement contains the toilet rooms, manual training room, domestic science room, society hall, and rooms especially arranged for the department of agriculture. The second floor contains four large classrooms, six recitation rooms, a rest room, office rooms and a double library room. The third floor contains two large classrooms, three recitation rooms, a suite of five rooms for the science department and an auditorium seated with single desks.

A girls' dormitory, furnishing accommodations for one hundred, was opened at the beginning of the year 1913-14. This building is admirably arranged, constructed of brick and stone, three-stories high, with basement. Each room accommodates two girls, and the furnishings are such as to contribute to their comfort and convenience. The equipment is in every respect modern, and the endeavor will be to provide such surroundings as will make the stay therein pleasant.

The model school is intended not only as a place for model teaching, but also as a model for four-room school buildings. It consists of two large, airy, and well-lighted classrooms, one room for domestic science and art, and one room for manual training. In addition, there are

sanitary toilet rooms, and sanitary drinking fountains, cloak rooms with hat and cloak racks, umbrella racks and shelves for books and lunch baskets. A flower garden and a small but well-selected library are valuable and enjoyable adjuncts of the building.

A thoroughly modern heating plant has been built on the south side of the campus. From this plant steam is led through conduits to all of the rooms of the dormitory, model school and main building. An electrically-controlled thermostat system regulates the heat in the main building. In connection with the power plant there has been provided a room for the use of the boys who are doing work in athletics. This room has a tile floor, shower baths, lockers and other modern conveniences.

An appropriation for the erection of an administration building was made recently by the Legislature. Of this \$75,000 is now available. It is the plan of the Board of Trustees to erect the central unit of a three unit building. This will contain an auditorium, seating about 1200, a gymnasium, a library and reading room, administrative offices, and several classrooms, sufficient to meet the immediate needs for additional rooms.

The building will be an imposing three story structure, and when completed will be worthy of the state and of the great institution established for the training of teachers. Work will begin on the building about the first of August.

TRAINING SCHOOL.

The Training School for giving observation of excellent work and for giving practice to students in active teaching began with the session of 1913-14. The practical value of the work done cannot be overestimated. It is a necessary feature to the complete preparation of the teacher for her profession. Here she sees theory put into operation, and then through her own work she herself takes on skill in the teaching art.

The Training School is under the direction of the Head of the Department of Education, while two supervisory

teachers of high attainment direct and supervise the work of the student-teachers, and themselves take charge of the work when junior classes come in a body for observation.

There are in regular attendance training school pupils enrolled from the town and elsewhere doing the work covered by the common school course of study with the addition of special training in the manual and domestic arts, vocal music and drawing. Such work is done as should characterize the best type of rural school and such as should prove a decided benefit to the teachers in our city schools. Special emphasis is placed on the primary work, as, contrary to current opinion, it is here that the highest skill and efficiency in teaching should be employed.

It is hoped that plans may soon be perfected by which we shall be able to offer the added advantages coming from our affiliation with near by rural schools, as also those offered by the Conway city system which stands ready to co-operate in every way.

The Training School will be open to general observation so far as room and time will permit. All students of the Rural Teachers' Course and Licentiate's Diploma Course are required to observe at least one hour each week throughout their junior year. All seniors of the Rural and Home Economics courses will be required to teach at least one term, and all seniors of the general course two terms. All student-teachers are to reserve at least one hour per week also for conference.

THE LIBRARY.

Is fitted out with reading tables and in the bookcases are to be found a carefully-selected list of more than three thousand volumes. The teachers of the various departments are especially charged with the selection of books suited to their respective classes, and only such volumes are purchased as are thought to fill some need of the student for general reading or special reference. There are also to be found in the magazine department nearly one hundred of the leading periodicals. To these, as well

as to the library books, students have access, and the rooms are kept open all day, Saturday included, for the convenience of those who may wish to spend after-school hours in reading. The library is in charge of a trained librarian and is completely catalogued and classified.

THE LABORATORIES.

Although the building which has been housing practically all the departments of the Normal since its beginning is now crowded with class rooms from the basement to the attic, the laboratories have enjoyed accommodations from the start and have been developed with rather limited means to a high degree of efficiency. Five separate laboratory rooms are devoted to the work of the science, the agriculture and the home economics departments. The practical needs of the students have guided the selection of apparatus and it has been our aim to supply as much apparatus as possible for individual use rather than a few spectacular showy pieces for entertainment. Some of the apparatus and furniture is home-made, but it is in every way adequate and substantial.

Recently a gas plant has been installed and now every laboratory is supplied with gas. Also, we have installed a large hood in the Chemistry laboratory. We have a laboratory equipment fully as complete and efficient as may be found in many schools investing several times as much money.

MUSIC.

The Normal curriculum requires for graduation a course in the rudiments of vocal music. The subject is taught in regular classes with special reference to the needs of the public school.

There are boys' and girls' glee clubs and choruses for those students who show talent in music. These afford additional practice and experience for music lovers.

A brass band has been organized during the past year

with such success that it will become a permanent feature. It is composed of students who have had some experience with wind instruments, and it is open to those who qualify, maintain an interest and show progress.

Lessons in piano are given by a thoroughly competent instructor. This may be offered with certain limitations as an elective subject counting toward graduation. Students are enrolled for the term, two-thirds credit being given for the term's work. Lessons missed on account of illness are made up. The piano courses are outlined with other music courses elsewhere in the catalogue.

CONDITIONS OF APPOINTMENT.

Under the law establishing the State Normal School, students who attend must be at least sixteen years of age, in good health, and of good moral character. They must have completed the state course of study and be ready for high school work. The president of the school is authorized to pass upon the qualifications of applicants for admission, yet the teachers may, upon finding that the students are not qualified for the work they purpose undertaking, report the same to the president, and students who are found thus incapable will be requested to withdraw from the school, provided there be no lower class to which they can be assigned. Those who receive appointments must obligate themselves to teach in the State at least two years after graduation, unless circumstances should arise that would justify them in requesting from the president of the school a release from this obligation.

The school is for the training of those who are to have charge of the education and discipline of the younger people of our state. It is but reasonable, therefore, that some restrictions should be made in the way of qualifications from its beneficiaries. While scholarship is essential in those who assume the work of teaching, great demands will be made on them from other standpoints; thus, a healthy body, a clean mind and consecration to

the work are not unreasonable requirements on the part of the Board of Trustees, and the justice of this view will be readily conceded.

FEES AND TUITION.

No tuition fees are charged in the regular Normal Course. All students pay an incidental fee of \$5.00 and a library fee of \$3.00 when they enroll, and students in the science department will be required to pay for any breakage of apparatus for which they may be held responsible. A deposit of \$1.00 per term is required of science students and this, or any unused portion of it, will be refunded at the close of the term.

Students of piano pay a fee of \$4.00 per month or when paid in advance \$11.00 per term, two lessons per week. A piano may be rented at 50 cents per month for one hour daily.

BOARD AND OTHER EXPENSES.

Those occupying the girls' dormitory will be charged for board at the rate of \$15.00 per calendar month in advance. As it is the intention to make the charges sufficient only to meet the current expenses, this amount will be lowered, if it can be done, and yet satisfactory table fare and service maintained.

Suitable homes for young women who do not secure board in Doyne Hall will be recommended upon application to the Dean of Women. Unless special arrangement is made, they are not permitted to board in homes where young men reside.

Those students who are not able to secure accommodations in the dormitory will find suitable homes among the citizens of the town, the rate charged averaging about \$16.00 per month.

Students expecting to board in the dormitory are requested to file application promptly, and notice will be

given those whose application come too late to secure accommodations there, in order that time may be given to locate them elsewhere, should they desire that this be done. An advance payment of \$5.00, which will be refunded later, will be required of all students desiring rooms held for them.

As many of the rooms in the dormitory will be furnished with single beds, each student should bring with her two counterpanes, two pairs of sheets, two pillow slips and one pair of blankets or other covering for the single or double beds, as preferred. Students will also bring four bath towels, four face towels, and six napkins. All these should be plainly marked with the student's name.

SCHOOL TERMS.

The session of the school is divided into three terms of approximately three months each, and the work is so arranged that the students unable to enter at the beginning of the session may be admitted later without serious inconvenience. It would be far better if all could attend for the full session of each year's work to which they may be admitted, but circumstances will, doubtless, prevent this in some cases.

The summer term extends over a period of eight weeks, June 3 to July 26, inclusive. It is designed to serve three classes of students: those who wish to review the common school subjects preparatory to county examinations; those who are or have been students in regular attendance at the State Normal School and wish to earn credits counting towards graduation; teachers who cannot attend during the regular session but wish to earn credits toward graduation in a series of summer sessions.

A regulation of the board of trustees requires that a minimum of one year's work be done in residence before a diploma is issued in the State Normal School. There are many teachers in the State who would be able to complete the course in this minimum of time by submitting their grades from other schools, but cannot afford to leave

their work for one year. Such teachers may, by attending three summer terms, comply with these conditions and obtain a diploma.

This is a great opportunity for teachers to obtain, without interfering with their work, permanent license and relieve themselves of the worry and inconvenience of ever-recurring examinations.

TERMS OF ADMISSION.

Persons applying for admission to the State Normal School must present to the president appointments from their county examiners. Under the law, each county is allowed one student in the Normal for every twenty white teachers in the county. Special appointments may be made by the county examiners in addition to these, provided all counties have not taken up their quota. Those receiving appointments are requested to notify the president of the same, as places are held open for only ten days after the beginning of school, any vacancies then existing being taken up by special appointees from other counties whose full number has already been enrolled.

According to the reports of the various county examiners to the State Superintendent for the scholastic year ending June 30, 1915, the counties of the State will be entitled to free scholarships, as follows:

Arkansas	6	Craighead	5	Howard	5
Ashley	6	Crawford	9	Independence .	8
Baxter	5	Crittenden	3	Izard	9
Benton	12	Cross	4	Jackson	8
Boone	7	Dallas	4	Jefferson	7
Bradley	5	Desha	3	Johnson	7
Calhoun	5	Drew	7	Lafayette	4
Carroll	5	Faulkner	8	Lawrence	7
Chicot	3	Franklin	7	Lee	4
Clark	8	Fulton	6	Lincoln	3
Clay	8	Garland	8	Little River,..	4
Cleburne	5	Grant	4	Logan	7
Cleveland	5	Greene	8	Lonoke	7
Columbia	5	Hempstead	6	Madison	7
Conway	7	Hot Spring ...	6	Marion	5

Miller	6	Poinsett	4	Sevier	6
Mississippi	6	Polk	7	Sharp	4
Monroe	4	Pope	10	St. Francis ...	4
Montgomery ..	6	Prairie	5	Stone	4
Nevada	6	Pulaski	16	Union	8
Newton	7	Randolph	7	Van Buren....	5
Ouachita	5	Saline	7	Washington ...	12
Perry	5	Scott	7	White	13
Phillips	4	Searcy	6	Woodruff	4
Pike	5	Sebastian	9	Yell	8

ADVANCED STANDING.

The entire course of study at the State Normal School represents six years of work above the common schools. A graduate of a good four-years' high school may expect to complete this course in two years. For a graduate of a high school not fully accredited, it will take longer. Thus it will usually take a graduate of a three-years' high school three more years to obtain the Licentiate's Diploma.

Students who complete the Rural Teacher's Course and subsequently the regular Normal Course, may finish these courses combined in five years if they pursue their subjects in regular order. In every case recognition will be given to work done in the high school, if the student presents a copy of his record from such school and shows himself prepared for the subsequent courses of the Normal, by maintaining his standing in the more advanced classes in the same subject.

Students who have pursued work elsewhere above a four years' high school course may receive the Licentiate's diploma in less than two years, if the character of their work warrants it and they can meet the requirements. In no case will a diploma be granted for less than one full year spent in resident study at the State Normal School, in which not less than twelve credits are earned.

Do not fail to bring a statement of work done in other schools. Failure to do so may result in a student's having to do work for which he might otherwise receive credit. It will save much time and avoid errors in classification.

FORM OF CREDIT BLANK.

To the President, Arkansas State Normal School, Conway, Arkansas:

This certifies that _____ school, located at _____, maintains a _____ years' high school course, and that _____ teachers devote _____ full time to high school work.

It is further certified that _____ has been in regular attendance at the high school for _____ months and has passed satisfactory examinations on the subjects named below:

Name	Subjects	No. of	Grade	Leg'th of Rec'n	Periods Per Week	Lab'r- atory	Text-Books Remarks
.....
.....
.....
.....
.....

Notes—On the reverse side of this sheet please make a list of classics studied by the student, indicating the year in which the work was done.

Copies of the above blank forms may be had upon application.

DIPLOMAS AND CERTIFICATES.

LICENTIATE'S DIPLOMA.

Under the act of the state legislature, diplomas are granted to graduates of the State Normal under the following conditions:

"The Normal School Board is authorized to grant the degree of Licentiate of Instruction to such students as shall have completed the full course of instruction in said

Normal School, shall have been recommended by the faculty, and shall have passed an approved examination. Such diploma, when signed by members of said examining board, the same to be appointed by the Normal School Board, the President and Secretary of the Normal School Board and the President of the State Normal School shall be equivalent to a professional license, authorizing the holder of the same to teach in any public school of the State of Arkansas for a period of six years from and after the date of issue, and after the expiration of that time said diploma may be converted into a Life Certificate, provided the character of the work done by the holder thereof and his moral character meet the approval of the Normal School Board."

The law authorizing the State Superintendent to grant a state license reads thus: "The State Superintendent of Public Instruction shall have power to grant state certificates (which shall be valid for life, unless revoked) to any person in the state who shall pass a thorough examination in all those branches required for granting county certificates; and, also, in algebra and geometry, physics, rhetoric, mental philosophy, history, Latin, the Constitution of the United States and of the State of Arkansas, natural history, and theory and art of teaching."

It will therefore be necessary for students who desire their diplomas converted into a state license to pursue, in addition to the subjects required for a Licentiate's diploma, solid geometry, Latin, botany, geology and zoology.

RURAL TEACHERS' CERTIFICATES.

By a law of the legislature of 1917 the Board of Trustees of the Normal School is authorized to grant a Rural Teachers' Certificate, not renewable, good anywhere in the state for a period of two years. This certificate is issued to students who have met satisfactorily the entrance requirements to the State Normal School and have completed with credit the following subjects: General Science, Agriculture, Rural Economics, Physiology, Elementary

Algebra, Composition and Rhetoric, Literature, United States History, Civics, Vocal Music, Drawing, Home Economics, Elementary Psychology, Special Methods, General Methods and School Management. Attendance at the Normal School for one session of nine months or its equivalent is also required before this certificate may be granted.

HOME ECONOMICS CERTIFICATE.

The same act of the legislature authorizes the Board of Trustees to grant a special certificate to students who complete the full course in Home Economics and the subjects prescribed in connection with this course. This certificate authorizes the holder to teach Home Economics anywhere in the state for a period of three years and is renewable.

ATHLETICS.

The growing popularity of athletic sports has created a demand for instructors in these subjects. It is the endeavor, therefore, on the part of those in charge of such diversions among us, to train students who wish to gain special instruction in field sports, not with a view to developing experts, but rather to put them in position to handle understandingly these subjects when called upon to do so. Clean athletics has no longer need of champions. The moral and intellectual side of a man, no less than the physical, may be brought into symmetrical development by proper care of the body as regards diet, cleanliness, exercise and the like, and nothing conduces more to this than the disciplinary requirements of athletics. Baseball, football, basketball and track work have good support. The championship of the state has been twice awarded to the girls' basketball team. Tennis and other sports also have their followers, and all students are encouraged to engage in some sort of athletics. It is clearly understood from the first, however, that students who expect to engage in athletic contests must maintain

certain standards in scholarship and attendance. In no case will there be deviation from this rule.

LITERARY SOCIETIES.

There are five literary societies under the direction of the student body—the Crestomath, Nikatima and Theophanian for young women, and the Wingo and Clary for young men. Their meetings are held weekly, and occasionally a joint session brings together the members for an interchange of views and the maintenance of the relations of good fellowship that should characterize such assemblies. The aim of these organizations is to encourage and foster among the members a steady development of an appreciation for the highest attainments in literary and aesthetic culture, as well as to familiarize them with such matters as it becomes our citizens to know. The meetings are well attended, the interest taken in the proceedings is well maintained, all students are encouraged to associate themselves with one or the other of these organizations, and the influence of society work upon the general student body has been uniformly commendable.

RELIGIOUS SOCIETIES.

Early in the history of the first session of the Normal, the Y. M. C. A. and the Y. W. C. A. were established, and they have proved important factors in unifying and developing the devotional spirit of their members. The pervasive influence of a well-ordered life needs no special herald to proclaim its worth, and, without ostentation, the members of these organizations are striving to impress those with whom they are associated that, "True worth is in being, not seeming."

THE ALUMNI ASSOCIATION.

The loyal support of the members of the association has been one of the strongest forces for the upbuilding of

the school. Immediately following the adjournment of the first senior class on Commencement morning, 1909, this organization was made, and each succeeding graduating class has entered enthusiastically into the work. There are now 262 members. The annual business session is held in Little Rock during the meeting of the State Teachers' Association. The alumni banquet was one of the most pleasing features of the recent Commencement exercises. It has been the effort of each member of the association to keep in close touch with the interests of the school, and the president and faculty are always ready to assist in promoting the interests of those who have gone from the Normal School as graduates.

THE NORMAL ECHO.

This is a bi-weekly magazine which was started by the students in the second year of the Normal's existence. Its purposes are to keep up and foster the Normal spirit, to give expression to the various activities, to keep the alumni in touch with our various activities, and to encourage original thought and composition.

The Echo is edited and managed by a staff selected by the various societies and associations—literary, religious, social and athletic. Our friends have been kind enough to assure us that every year from the first the Echo has continued to improve; we hope to keep up this record. We invite the Alumni Association to join us in this work and we shall be glad to give the members space in every issue.

ORGANIZED PLAY.

The tendency now-a-days to strive for an all-round development of the child has led to the introduction into the schools of Folk Plays, Calisthenics, and General Gymnastics. It forms a valuable part of the training of the teachers, and for this reason has been made a part of the

work done in the State Normal School. The pupils in the training school will be encouraged to take part in these exercises, and the classes will be under the direction of the department of Music and Reading.

DISCIPLINE.

The reasonable supposition is that persons applying for admission into the State Normal are ladies and gentlemen, and every consideration will be shown them as such, until by their own act they shall forfeit the confidence reposed in them. Rules of government and regulations as to their general conduct will, of course, be necessary, yet the character of these will be such as should secure ready conformity thereto and active co-operation on the part of the student body in aiding in carrying out such requirements as may be deemed necessary.

Coercion does little toward development of will power. As the great aim of the teacher should be to enable the pupils to gain mastery over themselves, thus giving them that poise so indispensable to the well-rounded character, so the student in the Normal School is encouraged to cultivate that self-control which shall hold in check untoward tendencies and give full play to the exercises of those qualities that work for the highest good.

Since, as yet, there is no dormitory for young men, it is necessary that they secure board in private homes. The president and faculty endeavor to exercise such oversight as to the conduct and welfare of the students as is possible under these conditions. Students, however, are placed largely on their own responsibility and are expected to conduct themselves with becoming propriety.

The request is made of all into whose homes students are received that the president be notified at once of any transgression of the well-established rules of society and home life to which their attention may be directed.

It is well understood that students should not take a very active part in society life, as such a course would assuredly impede their progress in their studies. A rea-

sonable restriction is, therefore, thrown around students as to receiving and paying calls.

Those who receive boarders are expected to go to some trouble in arranging suitable accommodations for students; it is but reasonable then, that boarding places should not be changed without good cause, and in no case should this be done without first advising the president. Neither should students leave town or be absent from school for any cause without notifying the proper authorities and receiving permission to do so.

SECURING POSITION FOR GRADUATES.

Each year many applications are received from school boards for teachers who are graduates of the Normal School, and a list of those who desire positions is kept on file. Registration blanks will be furnished our graduates on application, and efforts will be made to assist them in securing good positions.

In order that correct information may be had as to the whereabouts of our graduates, they are earnestly requested to notify the office at least once a year, preferably in the spring, as to their postoffice address at that time. Should change be made later, then information should be furnished us, in order that our files may be kept correctly.

Courses of Study.

The following courses are offered at the State Normal School:

The Rural Teachers' Course. This course covers two years' work in which thirty credits are earned, and leads to the Rural Teachers' Certificate. For those students who enter the Normal from the common school it is also preparatory to the course leading to the Licentiate's Diploma.

The Licentiate's Diploma Course. This course represents six years' work above the eighth grade. Seventy-five credits are required for graduation. This includes the work done in accredited high schools, which may be counted at the rate of one unit equal to three credits, when this work has been properly certified and approved by the heads of departments. Students entering the Normal School from high schools should consult the announcement elsewhere in this catalogue under "Advanced Standing."

Students who have completed the Rural Teachers' Course may complete the course leading to the Licentiate's Diploma in three years, the former counting thirty credits of the seventy-five required.

The Home Economics Course. For the student who enters this course from the common school four years are required. Students entering from high school may, of course, complete it much sooner. Sixty credits must be earned in this course before the Home Economics Certificate is granted.

For entrance to the Rural Teachers' Course and the Home Economics Course the student must satisfy the faculty as to his proficiency in the following subjects: Language, Penmanship, Spelling, Arithmetic, Physiology, Agriculture, Geography, United States History and Civics.

This may be done either by examination or by taking courses in these subjects at the Normal School. For the benefit of those who do not pass the examinations, courses in these subjects are provided.

Requirements for Graduation and Certificates.

The following table shows the requirements of the various courses by years and terms. By following this suggested outline the student may plan his course somewhat before presenting himself for classification. For convenience in interpreting the table the courses are designated both by catalog number and by name. For descriptions of these courses see "Departments of Instruction."

RURAL TEACHERS' COURSE.

FIRST YEAR.

Fall Term.

English 4 (Composition
and Rhetoric)
Science 1 (General Science)
Mathematics 4
(Elementary Algebra)
Education 4
(Elementary Psychology)
Drawing 1
Reading

Winter Term.

English 5 (Composition
and Rhetoric)
Science 2 (General Science)
Mathematics 5
(Elementary Algebra)
Education 5
(Elementary Methods)
Drawing 2
Agriculture 2

Spring Term.

English 6 (Composition
and Rhetoric)
Science 3 (General Science)
Mathematics 6
(Elementary Algebra)
Education 6
(Elementary Management)
Drawing 3
Agriculture 3

SECOND YEAR.

Fall Term.

English 8/
(American Literature)
Education 16
(Four Methods)
Home Economics 1, 2
or Manual Training
Music 4

Winter Term.

English 9
(American Literature)
Education 16
(Four Methods)
Home Economics 3, 4
or Manual Training
Music 5

Spring Term.

History 4 (Foundations
of American History)
Education 14A
(Teaching)
Home Economics 5, 6
or Manual Training
Music 6

HOME ECONOMICS COURSE.

FIRST YEAR.

Fall Term.

	Credit
H. E. 1 (Principles of Cookery)-----	2-3
H. E. 2 (Principles of Saving)-----	2-3
English 4 (Rhetoric Composition)-----	1
Math 4 (Algebra)-----	1
Science 7 (Biology)-----	1
Drawing 1-----	2-3
	5

Winter Term.

	Credit
H. E. 2 Principles of Cookery)-----	2-3
H. E. 4 (principles of Sewing)-----	2-3
English 5 (Rhetoric Composition)-----	1
Math. 5 (Elem. Alg.)--	1
Science 8 (Biology)---	1
Drawing 2-----	2-3
	5

Spring Term.

	Credit
H. E. 5 (Principles of Cookery)-----	2-3
H. E. 6 (Principles of Sewing)-----	2-3
English 6 (Rhetoric Composition)-----	1
Math. 6 (Elem. Alg.)--	1
Science 9 (Biology)---	1
Drawing 3-----	2-3
	5

SECOND YEAR.

Fall Term.

	Credit
H. E. 8 (Textiles)-----	1-2
H. E. 7 (Hygiene)-----	1-2
English 7 (Comp.)-----	1
Science 16 (Physics)---	1
Math. 7 (Pl. Geom.)---	1
Elective-----	1-2
	4 1-2

Spring Term.

	Credit
H. E. 10 (Laundering)---	2-3
H. E. 9 (Home Ck'y)---	1-2
Eng. 8 (Amer. Lit.)---	1
Science 17 (Physics)---	1
Math. 8 (Pl. Geom.)---	1
Agriculture 2-----	1
	5 1-6

Winter Term.

	Credit
Drawing 6 (Color and Design) -----	1-2
H. E. 11 (Household Management and Sanitation) -----	1-2
Eng. 9 (Amer. Lit.)----	1
Science 18 (Physics)---	1
Math. 9 (Pl. Geom.)----	1
Agr. 2 (Rural Econ.)---	1
	<hr/> 5

THIRD YEAR.

Fall Term.

	Credit
H. E. 12 (Millinery)---	1-2
H. E. 13 (H Nurs'g)---	2-3
Eng. 10 (Eng. Lit.)---	1
Science 20 (Chem.)---	1
Hist. 21 (Ind. Hist.)---	1
Edu. 10 (Gen. Psy.)---	1
	<hr/> 5 1-3

Winter Term.

	Credit
H. E. 14 (Dressmkg)---	2-3
H. E. 30 (Methods)---	2-3
Eng. 11 (Eng. Lit.)---	1
Science 21 (Chem.)---	1
Hist. 22 (Ind. Hist.)---	1
Edu. 11 (Gen. Meth.)---	1
	<hr/> 5 1-3

Spring Term.

	Credit
H. E. 14 (Dressmk'g)---	2-3
Science (House. Chem. and Bacteriol.)-----	1
Eng. 12 (Eng. Lit.)---	1
Science 22 (Chem.)---	1
Edu. 14a (Prac. Tea.)---	1
	<hr/> 4 1-3

FOURTH YEAR.

Fall Term.

	Credit
E. 31 (Practice Teaching) -----	1
E. (Nutrition)-----	1
Drawing 4 (Industrial Handwork) -----	1-2
Eng. 13 (Adv. Rhet.)---	1
Elective -----	1 1-2
	<hr/> 5

Winter Term.

	Credit
H. E. (Demonstra- tion Cookery) -----	1-2
H. E. 17 (Nutrition)---	1
Drawing 5 (Industrial Handwork) -----	1-2
Eng. 14 (Adv. Rhet.)---	1
Elective -----	2
	<hr/> 5

Spring Term.

	Credit
Science 26 (Food Chemistry) -----	1
H. E. 18 (Houseplanning (Decoration, Fur.	1
Eng. 15 (Adv. Rhet.)--	1
Elective -----	2
	<hr/> 5

LICENTIATE'S DIPLOMA COURSE.

Inasmuch as the specific requirements for this diploma are somewhat varied, depending upon the work the student has done before becoming a candidate for the diploma, it is not practicable to outline the work by years and terms. See summary of requirements for graduation and diplomas below:

SUMMARY OF REQUIREMENTS FOR GRADUATION AND CERTIFICATES.

Requirements for Rural Teachers' Certificate:

Education 4-5-6, 14a, 16 (eight courses)-----	8	credits
English 4-5-6, 8-9 -----	5	credits
Science 1-2-3 -----	3	credits
Agriculture 2-3 -----	2	credits
Mathematics 4-5-6 -----	3	credits
History 4 -----	1	credit
Home Economics 1-3-5, 2-4-6 or Manual training -----	3	credits
Music 4-5-6 -----	2	credits
Drawing 1-2-3 -----	2	credits
Reading 2 -----	1	credit
Total -----	30	credits

Requirements for Home Economics Certificate:

Education 10, 11, 14a-----	3	credits
Home Economics 1-3-5, 2-4-6, 7, 8, 9, 10,		

11, 12, 13, 14, 15, 16, 17, 18, 21, 30, 31	14½	credits
English 4-5-6-7-8-9-10-11-12-13-14-15	12	credits
Mathematics 4-5-6-7-8-9	6	credits
Science 7-8-9-16-17-18-20-21-22-26-27	10	credits
Agriculture 2-3	2	credits
History 21-22	2	credits
Drawing 1-2-3, 4-5-6	3½	credits
Electives	6	credits
<hr/>		
Total	60	credits

Requirements for the Diploma with the L. I. Degree:

A.—For those who have completed the Rural Teachers' Course at the Normal School:

Credit for work done in Rural

Teachers' Course	30	credits
Education, including 10, 11, 12, 14b	6	credits
English, including 10-11-12, 13-14-15	7	credits
History, including 13-14-15	8	credits
Science, including 7-8-9	6	credits
Mathematics, including 7-8-9, 10-11-12	6	credits
Agriculture 10-11-12,		
or Home Economics 1-3-5, 2-4-6	3 or 4	cr's
Elective	9 or 8	cr's
<hr/>		
Total	75	credits

B.—For students from accredited high schools:

Education 10, 11, 12, 13, 14a, 14b,		
15, 16 (eight courses)	11	credits
English, including 13-14-15	12	credits
History, including 13-14-15	9	credits
Science, including 7-8-9	9	credits
Agriculture, including 2-3	2	credits
Agriculture 10-11-12 (for men) or		
Home Economics 1-3-5, 2-4-6 (for women)	3 or 4	cr's
Mathematics, including 7-8-9	9	credits
Music 4-5-6	2	credits

Drawing 1-2-3	-----	2	credits
Reading 2	-----	1	credit
Elective	-----	15	or 14 cr's
		—	
Total	-----	75	credits

Note:—Substitution of other courses than those specified may be permitted only by the head of a department. Permission to make such substitutions must be obtained before the courses are taken.

Departments of Instruction.

Education	Agriculture
English	Home Economics
History	Manual Training
Latin	Drawing
Natural Science	Music and Reading
Mathematics	Piano

In the following pages a detailed outline of the contents of each course is given. Each term's work is designated by a number preceding the course. Thus when the numbers are grouped together, the course continues three terms—throughout the year. The amount of credit allowed for each course is given at the close of each outline.

DEPARTMENT OF EDUCATION.

MR. HARRIN.

MR. DENNEY.

.....

MISS DULIN.

The courses of this department are carefully planned to give to the coming teachers of our state the intelligence, inclination and ability to bring together properly, through careful method, the child and the things which are to touch, modify and mold his life. The culmination of this is found in the Training School, description of which may be found on a previous page. Required observation comes in connection with elementary and junior courses. This work is under the direction of and Miss Dulin.

4. *Elementary Education.* This course is intended to serve as an introduction to the problems and the nomen-

clature peculiar to the pedagogy work. As far as possible the work is made experimental and coupled with life. Illustrations will be drawn from the school work and individual experiences. It becomes clear that the school must develop both the physical and the mental side of child life. The text book work covers the ground outlined in Betts, or similar text. Required of all Rural Course students. Given fall term, five hours per week. May be repeated later terms. One credit. MR. HARRIN.

5. *Elementary Method*. This course has to do with the work of the teacher as she confronts the class in actual work. Such topics as ends in teaching, simple underlying principles, teaching processes, instruction, drill, test, methods of questioning, oral presentation, written work, individual vs class instruction, examinations, promotions, will be touched. Following this the ideas will be, as time permits, applied to specific subjects. White's "Art of Teaching" or text of similar grade furnishes the basis but reports from many authors giving wider acquaintance with the easy literature of pedagogy will be called for. Required of all Rural Course students. Given fall term and such other as demand warrants. Five hours per week. One credit. MR. HARRIN.

6. *Elementary Management and Administration*. This course aims to follow up the lines of Course 5, but giving emphasis to the work not coming regularly within the recitation. This includes qualifications of teachers, preparation before the first day of school, what to do on the first day, punishments, incentives, programs, standards of conduct, conditions of easy control, ventilation, heating, influence of play, playground apparatus, formation of character. The Reading Circle Book is the basis, though not the only required work. Required of Rural Course students. Given spring and summer terms, and on demand repeated. Five hours per week. One credit. MR. HARRIN.

7. *Rural Sanitation*. While our cities are having their much-needed "clean up" campaigns, a similar need is found

in the rural regions, though often needing different application. This course is designed to impress the rural teacher with the opportunity she has to carry the gospel of better health and living conditions to the rural region. This finds first expression in the school and from there leads out into the community. Elective. Given when sufficient demand. Five hours per week. One credit. MR. ———

8. *Community Activities.* This course is a companion to Course 7, and emphasizes plans and methods for organizing, first the school and then the community, for more active living in those possible, though unrealized and undeveloped, splendid rural conditions. Particularly in our consolidated rural schools is there found wonderful opportunity. Our Rural Course graduates here get a training for this feature of their work, where they meet not only the school need but the larger community need. Elective. Given when demanded. Five hours per week. One credit. MR. ———

10. *General Psychology.* This course includes a study of the nervous system, its structure, functions, and significance as a basis, followed by a study of mental phenomena directly usable and interesting to the teacher; such as: sensation, perception, memory, imagination, emotion, will, etc. The general purpose of the course is to impress the teacher with the fact that the child is the product of the forces that have touched his life; that he stands amenable to her school influence, and to lay the foundation for the courses in method. Required of students in Home Economics Course and Licentiate's Diploma Course. Given fall and summer terms and other on sufficient demand. Four hours per week, including observation. Text: Colvin & Bagley—Human Behavior. One credit.

MR. DENNEY.

11. *General Method.* This course continues the direction of Course 10, considering such topics as: aims in education, the function of the school, apperception, interest and the will, experience carried into habit, into judgment,

formal intrinsic values, development of ideals, the media of instruction, methods to be used, desired results. Bagley's *Educative Process* or similar text. Course 10 a prerequisite. Required in Home Economics Course and in Licentiate's Diploma Course. Four hours per week. Text: Bagley's *Educative Process*. One credit. MR. DENNEY.

12. *Special Method*. Following out Course 11, method here finds further development and application to specific subjects more in detail. A study of plans, devices, etc., peculiar to each subject will be made in so far as time permits. The work looks more directly toward classroom presentation. Lesson plans receive attention. Practice teaching carrying on into actual work fixes the aim. McMurry's *Method of the Recitation*, courses of study, reference methods, pedagogical journals used. Required in Licentiate's Diploma Course. Four hours per week. One credit. MR. DENNEY.

13. *History of Education*. This course is a study of tendencies, reforms, new movements; designed to give the student a better understanding and appreciation of the present educational conditions and ideas. Little attention is given to oriental and medieval conditions. Emphasis is placed rather on those unmistakable influences that have influenced and molded modern thought and practice. The work of Herbart, Rousseau, Pestalozzi, Froebel, Mann, Spencer, Harris receive attention. Our present position is carefully noted. Required in Licentiate's Diploma Course. Fall and summer terms regularly. Three hours per week. Text: Parker's *History of Elementary Education*. One credit. MR. DENNEY.

14A. *Practice Teaching*. One term of successful teaching in the Training School is required of all senior students in the Rural and Home Economics Courses, following the methods courses designated. The Rural Course seniors should have taken the required Education 16 courses, and the Home Economics students certain advised Home Economics courses, before offering for this teaching. This course (after Education 16 courses as preparation), and

a second term of teaching, 14B, required of all senior students in the Licentiate's Diploma Course. Five hours per week. One credit.

14B. *Second Practice Teaching*. Required of all senior students in Licentiate's Diploma Course. Five hours per week. One credit.

15. *School Management and Administration*. This course deals with the problems of organizing, opening and conducting a school, particularly touching those problems peculiar to our smaller towns and villages. The relation of the principal to his work as also of the regular teacher to the organization receives attention. The teacher is impressed with the importance of the school work as seen from other angles than that of the mere conduct of a recitation. Required in Licentiate's Diploma Course. Offered regularly winter and spring terms. Three hours per week. Text: Perry or similar work. MR. DENNEY.

16. *Specific Methods and Reviews*. Classes will be organized during the year, as demand warrants, in method work peculiar to the primary grades and in method and reviews of more advanced work. These stand as preliminary to teaching the same in the Training School, and should be planned for before offering for teaching. Courses as follows, first eight required, unless substitution arranged for by head of department:

- 16a, Method in Primary Number, one term.
- 16b, Method in Arithmetic, one term.
- 16c, Method in Primary Reading, one term.
- 16d, Method in Reading (general), one term.
- 16e, Method in Language, one term.
- 16f, Method in Grammar (adv. lan.), one term.
- 16g, Method in Geography, one term.
- 16h, Method in History, one term.
- 16i, Method in Story-telling, one term.
- 16j, Method in Hand Craft, one term.

These courses given twice a week (except history, which with three hours per week, gives a $\frac{1}{2}$ history credit extra), give $\frac{1}{2}$ credit each in education. MR. HARRIN.

17. *Cadet Teaching.* Occasionally opportunity is given for preliminary teaching work, usually the conduct of a single class needing extra attention, or the coaching of needy pupils who have, through lost time or other cause, fallen behind in their work. Taken under special arrangement. Credit at rate of $\frac{1}{2}$ credit for five hours per week.

MR. HARRIN.

18. *Play.* A course dealing with the possibilities and educative value of play. The underlying psychological principles are noticed. The direction of play, playground supervision, apparatus, utilization receive attention. Games suitable for different grades worked out. Lectures and demonstrations. Elective. Given on sufficient demand as time can be found. Credit according to hours.

MR. _____

19. *Child Psychology.* Given as demand and opportunity may warrant, as may be arranged when general psychology has been completed.

MR. _____

20. *Psychology of Adolescence.* A study of the child in the later period of his development. Likewise given as opportunity and demand may dictate after prerequisites completed.

MR. _____

21. *High School Administration.* Origin and history of the High School, correlation with the grades, courses of study, student life, self-government, requirements, electives, courses of study, relation to college methods of instruction receive attention. Given as elective when demand warrants.

MR. _____

22. *Principles of Education.* A more extended inquiry into the psychological and social conditions governing a few of the leading educational questions of the day receives attention. Intended only for those who wish to get a deeper insight into the forces that have made and are now making courses of study and shaping the curriculum of our schools.

MR. _____..

DEPARTMENT OF ENGLISH.

MR. MEADORS.

MISS WALDRAN.

MISS FERGUSON.

1-2. *Grammar and Composition.* This course is given as a foundation for the further study of English, and to furnish opportunity for review to those seeking to prepare for teacher's examination. The first term is given entirely to work in the text.

The work of the second term includes much drill in sentence analysis, and synthesis. In addition, story-telling and other forms of oral composition are used as incentives to correct language habit. Two terms, five periods a week. Required for entrance to all courses. No credit.

MISS FERGUSON.

4-5-6. *Composition-Rhetoric.* It is the purpose of this course to give the student a working knowledge of the principles of rhetoric. The emphasis is upon daily exercises. The paragraph is practiced as the briefest unit possessing the qualities of the whole theme. Longer themes are assigned occasionally. Required in Rural Teachers' Course and Home Economics Course. Three terms, five periods a week. Text: Clippinger's Elementary Rhetoric. Three credits.

MISS WALDRAN AND MISS FERGUSON.

7. *Theme Writing.* The intention of this course is to give the student greater facility of expression through daily written and oral exercises, and to aid the teacher to pass on the character of work in this subject done by students coming from schools not accredited. Long themes are required in sufficient number to test the student's ability to collect material and to put it together in an orderly manner. Offered in fall and spring terms. One term, four periods a week. Required in Home Economics Course. Text: Clippinger's Rhetoric. One credit.

MISS WALDRAN AND MISS FERGUSON.

8-9. *American Literature.* A consideration of the social and intellectual forces in American life and history as

they have found expression in our representative literature. Halleck's American Literature will be used as a basis for discussion, and special attention will be given to New England and Southern authors. A number of classics will be carefully studied in class and much outside reading required. Required in Rural Teachers' Course and Home Economics Course. Two terms, four periods a week. Halleck's American Literature. Two credits.

MISS WALDRAN AND MISS FERGUSON.

10-11-12. *English Literature*. A study of the history of the periods, and the biography and choicest selections from the representative men of letters from Chaucer to Tennyson. The first term will include a study from Chaucer to Shakespeare; the second term, from Milton to Johnson; the third term, from Wordsworth through Tennyson. Much reading, in and out of the class, will be required to acquaint the student with the characteristics of both the writer and the period. "College Entrance Requirements" or the equivalent will be met in this course. Required in Licentiate's Diploma Course and Home Economics Course. Four periods a week. Text: Halleck's English Literature. Three credits.

MR. MEADORS AND MISS WALDRAN.

13-14-15. *Advanced Rhetoric*. Abundant practice in planning, outlining and writing themes in the four forms of discourse, with stress on exposition and argumentation. As a basis for this work, a prose reading course is carried on with it. Models are studied in class. Though the higher qualities of style are sought, they are subordinated to those of clearness and force. One day each week is given to oral composition. Three terms, three periods a week. Required in Licentiate's Diploma Course and Home Economics Course. Text: Cairn's Forms of Discourse. Three credits.

MR. MEADORS.

16. *Method in English*. This course is designed to furnish helpful suggestions and materials in language and grammar for the grades above the fourth. Method and matter are presented together as far as possible. The re-

lation of English to the other branches and how to make them contribute to the teaching of English, are discussed in class. One term, twice a week. One-half credit.

MR. MEADORS.

17. *English Prose.* The opportunity for the reading of the best English prose is afforded by this course. Stevenson, Macauley, Lamb, DeQuincey, Thackeray, Burke, and Carlyle will be studied in class. Assignments for outside reading for reports. Theme work based on the reading. One term, three periods a week. One credit.

MISS WALDRAN.

18. *American Prose.* This course offers a variety of American prose for study. The essay, narrative and descriptive (Irving); the essay, meditative and philosophical (Emerson); the short story (Poe and Hawthorne); the oration (Webster and Lincoln). One term, three periods.

MISS WALDRAN.

19. *The English Drama.* The rise and decline of the drama, its technique. Early miracle and morality plays assigned for outside reading. As wide a reading of Shakespeare as time will admit. One term. One credit.

MISS WALDRAN.

20. *Method in High School English.* This course is required of all who elect English as their major. Open to others by permission. The work covers advanced grammar, rhetoric and literature. Lesson plans; outlines for the study of College Entrance in English; suggestions for note-book work and book reports. Discussion in class and reports on outside reading on the various phases of the history of the teaching of English. One term. One credit.

MR. MEADORS.

Debating (Forensic)—The aim of this course is to give the pupils a working knowledge of the fundamental principles of debating. Actual practice will be given in the stating of propositions, and in speaking. One elective credit. Two hours a week for two terms. Given during fall and winter terms.

MR. MCBRIEN.

In addition to the reading as suggested in the description of courses above, each student is required to read and to report on at least one book each term. The authors include Hawthorne, Stevenson, Eliot, Dickens, Thackeray, Scott, Bulwer-Lytton and the best of the modern writers.

Students seeking credit in English 10-11-12 and English 13-14-15 must present book-reports or other evidence of having done the critical, analytical, and synthetical theme work covered in these courses.

DEPARTMENT OF HISTORY.

MR. WOMACK.

MR MCBRIEN.

1-2. *United States History.* The first term's work of this course includes a study of the European background of American history, the colonial period, and the separation of the colonies from the mother country. Emphasis is placed on the experiments of the states in forming a union and the nature of the government finally set up.

The work of the second term covers such topics as the rise of parties, the spread of democracy, the extension of territory, the slavery controversy, Civil War and reconstruction, and the period of national development. Much attention is given to the study of current events, and to map and note-book work. Required for entrance to all courses. Text: Stephenson's *An American History*. No credit.

MR. MCBRIEN.

2. *Community Civics.* The aim of this course is to acquaint the student with his environment so that he may realize more fully his responsibility to himself and to others, as well as his relationship to the various governmental agencies which react upon the conditions surrounding him. The agencies studied will be the home, the school, the church in its social aspects, and the three-fold community (locality, state and nation), in which he lives. These governmental agencies, however, will not be studied except as they touch the lives of the individual. Hence,

the course is one in practical citizenship. Required for entrance to all courses. Text: Dunn, *The Community and the Citizen*. No credit. MR. MCBRIEN.

4. *Foundations of American History*. The object of this course is to give to students who have had little or no European history a background for the study of American history. It deals with conditions in England and on the continent which led to expansion beyond the seas, and with those movements in Europe which have most influenced our national development. The Puritan Revolution, the struggle for constitutional government, the wars of religion, European rivalries, etc., are a few of the topics treated. In every case the topic is brought home to the student, and he is made to see more clearly that our own history is a part of world history and not a thing apart. Required of students in the Rural Teachers' Course. Texts, to be selected. One term, one credit. MR. WOMACK.

5. *Greek History*. This course is prefaced by a brief survey of the contributions of Oriental nations to world civilization. In Greek history emphasis will be placed on the character of the people, the geographical influence on Greek character, institutional life, the achievements in art, literature and science and the spread of Greek culture by Alexander's conquests. Considerable source material is used and much attention given to biography. Fall and spring term. Texts: West's *Ancient World* and Davis' *Readings in Ancient History*. One credit. MR. MCBRIEN.

6. *Roman History*. Very little time will be given to regal Rome. The geography of Italy contrasted with that of Greece and its influence on Roman history noted. Other topics of importance are: the struggle of the plebeians, territorial expansion, colonial policy, causes of the decline of the Republic and the establishment of the Empire, the beginnings of Christianity, the political organization of the Empire, the barbarian invasions, and the fall of the Western Empire. Considerable map work and collateral reading. Winter term. Texts: same as for History Five. One credit. MR. MCBRIEN.

7. *European History, medieval period.* In this course the history of Europe from the Germanic invasion to the beginning of the fourteenth century will be covered. A few of the more important topics are: the Rise of the Papacy, Charlemagne's Empire, Feudalism, the development of England and France, conflict between the church and the Empire, and crusades. Fall term. Text: Robinson's Medieval and Modern Times. One credit.

MR. WOMACK.

8. *European History, later medieval and early modern period.* A continuation of Course 7. This term's work includes a study of medieval culture, the movement for reform, the Renaissance, the Protestant Revolt, the Catholic Reformation, and the religious wars. It closes with the Treaty of Westphalia. Map and reference work as above. Winter term. Text: as in Course 7. One credit.

MR. WOMACK.

9. *European History, later modern period.* A continuation of Course 8. The constitutional development and territorial expansion of England, absolutism in France, the rise of Prussia and Russia, the French Revolution, the work of Napoleon, and the unification of Italy and Germany are some of the topics considered. Spring term. Text: as in Course 7. One credit.

MR. WOMACK.

10. *English History to 1337.* The first term's work covers the period from the earliest time to the beginning of the Hundred Years' War. It includes a study of the racial development of the English people, a study of the development of their institutions and of the effect of the geography of the island on their manners and customs. The problems underlying the founding of English national unity and the evolution of England as a nation will be given due consideration. Considerable reference and source work will be required. Fall term. One credit.

MR. MCBRIEN.

11. *English History 1337-1689.* The religious, economic and political questions of this period, together with the effect of their international complications will be studied.

English territorial expansion, particularly England's western expansion, will be considered from the standpoint of European, English, and American history. Winter term. One credit. MR. MCBRIEN.

12. *English History 1689 to the present.* A review of the circumstances that called into being the principal English constitutional doctrines and a comparison of their principles with those found in the constitution of the United States will be given. Congressional, judicial and executive practices in the government of the United States compared with those in English government, and further studies in the development of English institutions will be made. Particular stress will be laid upon the transition from the English Kingdom to the British Empire. Spring term. One credit. MR. MCBRIEN.

Texts: Cheyney's Short History of England and Cheyney's Readings in English History. Not offered 1917-1918.

13. *American History to 1763.* This course presupposes a good working knowledge of European history, and students who show lack of preparation are required to take additional work in European history to make up the deficiency. Much attention is given to the European background, including such topics as commercial expansion, the Puritan Revolution, the struggle for constitutional government in England, and international rivalries. Throughout the term attention is directed to the causes leading to the separation of the colonies from England and the growth of the idea of union. Largely a library course. Open to juniors and seniors. Courses 13-14-15 required of students in Licentiate's Diploma Course. Fall term. One credit. MR. WOMACK.

14. *History, 1763-1850.* A continuation of course 13. It deals with the separation from England, the formation of the union, the rise of parties, the growth of sectional interest, and traces the connection between our westward expansion and the institution of slavery. Bassett's Short History of the United States is used as a basis for the

course, though much collateral reading is required. Winter term. One credit. MR. WOMACK.

15. *American History, 1850 to the present.* The causes of disunion, and the political, social and economic readjustments since the Civil War are the principal topics treated in the third term. The beginnings of present day problems noted. Considerable time given to special reports on questions of current interest. Text same as in course 14. Spring term. One credit. MR. WOMACK.

16-17-18. *History of Modern Europe.* A study of Modern European history from the beginning of the French Revolution to the present, with emphasis on the later nineteenth and early twentieth century, considering especially the growth of the ideas of nationality, constitutionality and equality before the law. The present day will be considered largely in the light of its industrial features and its socialistic tendencies resultant therefrom. Texts: Robinson and Beard's *Development of Modern Europe*, Volumes I and II, and Robinson and Beard's *Readings*. Three credits. MR. MCBRIEN.

19. *Teaching of History.* A study of the aims and methods of history teaching with special reference to the work of the grammar grades. Much attention given to the telling of stories. Lesson plans required. The problem of emphasis and omission and the place of collateral reading in the history course discussed. Students will examine a number of text-books with a view to finding what are the marks of a good book for class use. Texts: Wayland's *How to Teach American History*, McMurry's *Special Method in History*, *The History Teachers' Magazine*, etc. Offered during the term when there is greatest demand. One credit. MR. WOMACK.

20. *American Government.* This course deals with the actual working conditions of local, state and national government in the United States. The matter of organization reacts upon the problems of the day. Various present day problems are studied, such as the liquor problem, poverty,

15. *Virgil*. Books III and V. Continuation of 14. Much sight reading. Mythology continued. Papers prepared on assigned topics. Third term. Three hours per week. Text. One credit.

19. *Methods in Latin*. This course embodies a review of courses 7-8-9, together with a study of methods of teaching those courses. This course has been organized because of the realization of the fact that most of the troubles arising in the study and teaching of Latin may be traced to lack of thoroughness in the first year's work. Required of all senior Latin students who seek credit in Latin. One credit. Three hours per week for one term. Given the first and second terms, if not fewer than five students apply.

20. *Mythology*. This course is given for the purpose of encouraging a greater appreciation of history, literature and art, and of studying the influence of Grecian and Roman Mythology on these subjects. Given only when the demand for course 19 is not sufficient to justify the organization of a class. Three hours per week for one term. Text: Guerber. One credit.

Parallel reading on related history will be required of all students in each course.

Note—All students seeking credit in Latin studied elsewhere will be required to pass the third term's work of the last year's work in which they are seeking credit, or, if they prefer, they may take the next year's work in the course.

DEPARTMENT OF NATURAL SCIENCE.

MR. BUCHHOLZ.

MR. CORDREY.

1-2-3. *General Science*. This course includes experiments of an elementary character intended to familiarize the student with a series of natural phenomena and their explanation, to teach him how to devise and manipulate

simple apparatus, and to keep an intelligent record of the same. Such fundamental topics as have a practical bearing on agriculture are emphasized. It also gives a thorough preparation for all subsequent science work, and affords a practical training for teachers. The experiments are performed by the students themselves, with only the most difficult demonstrations by the instructor. Assignments for recitations made from a text (to be announced later), and from a list of elementary textbooks in the library. This course is required of all students in the Rural Teachers' Course and of other students who have not had as much as one year of accredited science work before entering the Normal. (Physiology and Geography will not be counted as accredited work.) Five times per week. Three terms. Three credits.

MR. BUCHHOLZ AND MR. CORDREY.

4. *Geography.* Commercial Geography, as related to conditions prevailing among the nations of the earth will be made prominent. The influence of location, climate, social conditions, and trade facilities, the study of areas of productions, means of transportation, and adaptability to manufacturing enterprises will also be considered. This naturally leads to a study of industrial phases, labor questions and economic problems; hence the aim of the course will be to present this subject in such a way as to furnish the students with such material as will enable them to vitalize geography and train them into the habit of observing, comparing, and judging as to the means at hand for "possessing the earth" in its highest and best senses. Five hours per week. Required for entrance to all courses.

5. *Nature Study.* The course in nature study will be given as elective whenever there is sufficient demand for it. By consent of the head of the department this course may be taken as one of the nine required credits in Science. The work of the course will be outlined to meet the needs of those expecting to teach in rural schools or in the grades. One term. One credit.

6. *Physiology and Hygiene*. While this course commands only entrance credit, the student may find it advisable to do this work after having had Science 1, 2, and 3. This, however, is not necessary. A text-book is supplemented by laboratory work. Special topics are assigned on hygiene, involving questions, such as insects and tuberculosis, sanitation of the home, of the schoolroom and grounds, hookworm campaign, etc. Text: Davison's Advanced Physiology. Required for entrance to all courses.

7-8-9. *Biology*. This is a course in general biology recommended as a preliminary to the study of Education. The fundamental principles of Biology are taught through a study of types and material selected from animal and plant life, and due attention is given to the theories of organic evolution and kindred topics. The economic role of insects, parasites, and also micro-organisms receives considerable attention. The student is required to keep a note-book covering the laboratory work. Required in the Home Economics Course and for the Licentiate's Diploma. Three terms. Text: Bigelow's Applied Biology. Three credits.
MR. BUCHHOLZ

10-11-12. *Botany*. The early part of the course is devoted to a thorough study of the biology of some plant taken as a type. This is followed by a structural study of types from the plant kingdom, beginning with the unicellular forms and developing the principles of classification. The higher plants are studied largely by an analysis. In the spring and fall of the year field trips are taken for collecting and for study of ecology. The practical side of botany is emphasized throughout the course. Text for class work: Bergen and Davis' Principles of Botany. Prerequisite: 1-2-3. General Science. Three terms. Three credits.
MR. BUCHHOLZ.

13-14. *Physical Geography and Geology*. In addition to the usual topics covered by a course in physiography, some time in the course is devoted to a study of the earth as a planet and its relation to the solar system. The study of the physiographic process is supplemented by

demonstrations and field work. Some laboratory work is also done, including map studies of topography. Occasionally illustrated lectures are given on a series of connected topics bearing on physiography. Prerequisite: Science 1, 2, and 3, or the equivalent. May be taken as a part of the nine credits required in Science. Fall and winter terms. Text: Scott's Geology. Two credits. MR. BUCHHOLZ

15. *Historical Geography*. This course follows the above course and is intended to give the student a general introduction to the earth's history. Some exercises on selected topics are assigned from the reports of the Arkansas Geological Survey. A typical collection of fossils in the laboratory is used to demonstrate the succession of life. The stratigraph of this locality is studied on field trips. A note-book and some laboratory work are required. May be taken as a part of the nine credits required in Science. Spring term. One credit. MR. BUCHHOLZ.

16. *Physics*. This portion of the course covers measurement; mechanics of gases, liquids and solids; molecular motions; force and motion; molecular forces; expansion of solids, liquids and gases. This course will include thirty experiments, requiring two hours each, to be performed by the student. Fall term. Prerequisite: Algebra and Plane Geometry. One credit. MR. CORDREY.

17. *Physics*. A continuation of the above course covering the field of electricity and magnetism. About twenty-five experiments. Winter term. Prerequisite: Algebra, Plane Geometry and Physics 16. One credit. MR. CORDREY.

18. *Physics*. This part of the course in Physics includes heat, light and sound. A part of the time is devoted to a review of some of the year's work and to the solution of special assigned problems. Courses 17 and 18 may be taken without reference to sequence. About twenty experiments. Spring term. Plane Geometry, Algebra and Physics 16. One credit. MR. CORDREY.

Note—Science 16, 17, and 18 are required in the Home Economics Course. They may be taken as three of the nine credits required in Science for the Licentiate's Diploma. Texts: Milliken and Gale's Physics, and Fuller and Brownlee's Laboratory Manual.

19. *Laboratory Physics.* Students who have had a course in Physics with laboratory work elsewhere, when such course is not equivalent to Physics 16, 17, 18, may make up such deficiencies by satisfactorily performing the experiments outlined in this course. Such students shall present the note-book showing the work covered in their former laboratory work, after which the list of laboratory exercises will be assigned. Prerequisite: Algebra, Geometry and a course in Physics. One to two credits.

MR. CORDREY.

20-21-22. *General Chemistry.* Students taking this course are expected to have completed at least Physics 16 and 17. Two terms are devoted to a study of the general principles of chemistry, giving special attention to the chemistry of industry. The work of solutions includes a thorough study of the theory of electrolytic dissociation and the formation of ions, and the work is developed from this standpoint. Emphasis is also placed upon nomenclature. The problems accompanying the text are assigned regularly. The latter part of the spring term is devoted to a review of the year's work. The laboratory work here develops the fundamentals of qualitative analysis. Recitations, two; laboratory, three periods per week. Prerequisites: Physics 16 and 17, or the equivalent. Required in the Home Economics Course. May be taken as three of the nine credits required in Science for the Licentiate's Diploma. Texts: McPherson and Henderson's General Chemistry, and Williams and Whitman's Laboratory Manual. Three credits.

MR. CORDREY.

23-24. *The Teaching of Biology.* Laboratory technique receives considerable attention in the early part of this course. Methods of staining and mounting temporary and permanent microscopic slides are taught, with considerable

practice work in this direction. Students are allowed to keep their slides when they pay for the materials used, and opportunity is given for making sets for botany, zoology and physiology. Some attention is given to the methods in setting up experiments, such as osmosis, plant and animal physiology demonstrations, and their like; methods of preserving materials, collecting and mounting plants and insects. The equipment of a laboratory and the arrangement of its interior are also considered. Elementary textbooks in botany, zoology and physiology and the various methods of instruction are discussed. Prerequisite: Biology and Botany. Two credits. MR. BUCHHOLZ.

25. *The Teaching of Physical Science.* This is a course intended for those who expect to teach physics or elementary science in the high schools. The equipment and maintenance of a laboratory receives considerable attention. Each student is required to select a list of apparatus to cover a given list of expenditures, from the standpoint of economy and utility. The making of apparatus receives attention and various pieces of apparatus will be assigned to the members of the class for construction or repair. The various high school texts are considered as well as a discussion of the methods of conducting recitations, class demonstrations and laboratory work. Prerequisite: Physics and Chemistry. One credit. MR. CORDREY.

26. *Food Chemistry.* This course will be organized for the benefit of those desiring to specialize in Home Economics. The chemistry of foods and nutrition will be emphasized. Some work will be done in the testing of foods and food adulterants. Prerequisite: General Chemistry. Required in the Home Economics Course. By permission of the head of the department, this course may be taken as one of the nine credits required in Science for the Licentiate's Diploma. One term. One credit. MR. CORDREY.

Note—When credit is sought for courses in Science, the student must present his laboratory note-book, in addition to the regular required report, if full credit for such work is expected.

DEPARTMENT OF MATHEMATICS.

MR. MCALISTER.

MR. ESTES.

1-2. *Arithmetic*. This will be a review and extension of work already done; the investigation and development of arithmetical formulas, and the solution of problems by their means. The subject will be presented in its relation to other subjects of mathematics and science. Five hours a week, two terms. Required for entrance. MR. MCALISTER.

4-5-6. *A First Course in Algebra*. One year's work to the close of Quadratic Equations. Three terms. Text: Hawkes, Luby and Tonton's First Course. Three credits. Required in all courses. MR. MCALISTER.

7-8-9. *Plane Geometry*. The usual five books, with originals. Courses 4-5-6, or their equivalent, prerequisite. Three hours per week. Text: Wentworth-Smith. Three credits. Required in Home Economics Course and Licentiate's Diploma Course. MR. ESTES.

10-11-12. *Advanced Algebra*. Course 10 will be a review and broadening of courses 4-5-6. Courses 11 and 12, "Quadratics and Beyond"; permutations and combinations, complex numbers, theory of equations. determinants, partial fractions, logarithms, continued fractions, inequalities, variation, probability, scales of notation. Required in Licentiate's Diploma Course. Three hours a week throughout the year. Text: Hawkes' Advanced. Three Credits. MR. MCALISTER AND MR. ESTES.

13. *Solid Geometry*. One term of thirteen weeks. Three hours per week. Text: Wentworth-Smith. Elective. One credit. MR. MCALISTER.

14-15. *Plane Trigonometry*. Two terms. Three times a week. Text: Granville. Elective. Two credits. MR. MCALISTER.

16-17-18. *Analytical Geometry*. One full year's course. Three hours per week. Elective. Text, to be selected. Three credits. MR. MCALISTER.

DEPARTMENT OF AGRICULTURE.

MR. HOLLOWAY.

Since its inception the aim of the Agricultural Department has been to emphasize the practical as well as the theoretical phases of modern agriculture. The knowledge gained by the student in the pursuit of his agricultural work can be put into actual practice should the student desire to farm after leaving school. However, the courses are so arranged as to be of greatest benefit to those who will be required to teach the subject later.

1. *Agriculture.* This course deals in an elementary and a non-technical manner with subjects as soils, fertilizers, common farm crops, rotations, etc. The laboratory work consists of the performance of (a) a number of simple experiments on soils and field crops, (b) inspection of modern farm buildings and implements, (c) testing and identification of the commoner farm seeds. Three or four recitations and one or two laboratory periods per week are required. Text: Waters' "Essentials of Agriculture." Regularly offered in the fall term. One credit.

2, *Rural Economics.* The course in Rural Economics is divided into two parts, as follows:

A—Study of the various rural institutions, viz: the school, church, farmers' organizations, and the home. The school is taken as a starting point, from which, by means of co-operation with the various institutions re-direction may be brought about so that all institutions fulfill the obligations expected of them. No text. Notes furnished by the instructor.

B—Rural Economics in this part of the course is a study made of the general history of agriculture, particular emphasis being placed on the expansion of Agriculture in the United States. The more important problems of farm management are briefly discussed. Five recitation hours per week. Text: Carvers' "Principles of Rural Economics." Regularly offered in the winter term. One credit.

3. *Agriculture.* The work in course 3 is planned to give the student ideas in regard to the outlining and management of elementary project work, elementary horticulture, and a brief introduction to the more important points in animal husbandry. In the course of the work each student is required to plant and cultivate a small plot of ground in various vegetables. Numerous field trips are made to illustrate the subjects dealt with in the text. Recitation, three or four times per week. Laboratory periods one or two. Text: Waters' "Essentials of Agriculture." Regularly offered in the spring term. One credit.

10. *Agronomy.* The course in Agronomy deals with crops and soils. The work, while taking up some of the matter dealt with in course 1, is of an advanced nature. Rotations, soil-building, crop improvement, tiling and terracing are but a few phases of the work. Numerous exercises in soil physics, seed selection, seed identification, etc., are required in the laboratory. Two recitations per week. Two double laboratory periods. Text supplied by school. Regularly offered in fall term. One credit.

11. *Animal Husbandry.* In this course emphasis is laid on the matter of selection of breeding animals. Production value as compared to the cost is also brought before the student in a forceful manner. A thorough study is made of those types of livestock which are best fitted to our southern agriculture. Laboratory work consists of work in balanced rations, testing of dairy products, inspection trips over Normal farm and neighboring farms. Two recitation hours and two laboratory periods per week. Text furnished by the school. Regularly offered in winter term. One credit.

12. *Horticulture.* Instruction in the various methods of plant propagation, in setting out the orchard, pruning, spraying and harvesting is given in this course. The points given apply with equal force to the commercial orchard and to the home orchard. The Normal orchard furnishes abundant material for laboratory work, which is supplemented by equipment suitable for the study of various

spray mixtures. Two recitation hours per week; two double laboratory periods. Text: Sears' "Productive Orchardng." Regularly offered in spring term. One credit.

15. *Farm Management*. In this course the farm is analyzed from a business standpoint. The various factors influencing the cost of farm products are thoroughly discussed with a view of determining the profit or loss resulting from their utilization or sale. Three recitation hours per week. Text furnished by the school. Regularly offered in winter term. One credit.

Courses 2 and 3 are required of all students in the Rural Teachers' Course and the Home Economics Course.

Courses 10, 11, and 12 are required of all men in the Licentiate's Diploma Course.

Course 15 is elective, either for men or women.

Courses 10 and 12 are elective for women.

Each course is a unit, hence they may be taken in any order.

DEPARTMENT OF HOME ECONOMICS.

MISS RANDALL.

MISS BOURNE.

1-3. *Principles of Cookery*. This course is for the purpose of acquainting the student with the fundamentals of cookery—the principles, the processes and the foods involved. This includes the use of utensils, stoves, fuels, and methods of cookery required. One-half credit per term in Rural Teachers' Course; two-thirds in all other courses. Text: Text-book of Cookery. Required of girls in all courses.

MISS RANDALL.

5. *Principles of Cookery*. The study of batters and doughs, methods of mixing, and the evolution of batters and dough from simple meal and liquid mixtures. Prerequisites, 1 and 3. Required of girls in all courses. One-half credit in Rural Teachers' Course; two-thirds in all other courses.

MISS RANDALL.

7. *Hygiene*. This course includes a consideration of the fundamental principles governing the human body, the prevention of disease and the improvement of health by hygienic means—the relation of right living to health and personal character. Required in Home Economics Course. One-half credit. MISS RANDALL.

9. *Home Cookery*. This course is intended for students who are preparing to teach Home Economics, and for those who desire training for the home. It includes the preparation of foods, the planning of menus, preparation of meals, serving and marketing. Prerequisites, 1, 2, and 3. One-half credit. Required in Home Economics Course. MISS RANDALL.

11. *Household Management and Sanitation*. This includes consideration of the division of the income, the planning of work, choice and arrangement of kitchen apparatus, as well as of the kitchen itself. One-half credit. Required in Home Economics Course. MISS RANDALL.

13. *Home Nursing*. This is a course designed to train the housekeeper or the teacher to meet intelligently and practically the many emergencies that arise in the home and the school. Two-thirds of a credit. Required in Home Economics Course. MISS RANDALL.

15-17. *Nutrition and Dietetics*. The principles of nutrition and dietetics are given in this course with emphasis upon the proper nourishment of the infant, the growing child, and the adult. One credit each. Text: Rose, *The Feeding of the Family*. Required in Home Economics Course. MISS RANDALL.

21. *Demonstration Cooking*. This is a preparatory course for teaching, but contains valuable subject matter for the student desiring training for the home. It presents new food combinations, new methods and processes of food construction suitable to the home. One-half credit. Required in Home Economics Course. MISS RANDALL.

CLOTHING AND TEXTILES.

The courses in clothing and textiles are for the preparation of the student who expects to teach. Fundamental knowledge is offered; application, aims, and methods of presentation are considered throughout the course. The student who takes the work for domestic uses will find the instruction of practical value.

2. *Principles of Sewing. (Elementary Sewing.)* Fundamental instruction in hand and machine sewing. The course includes the construction and use of stitches, seams, and finishings, the use of machine and attachments. A sewing apron and baby clothes are the garments to which the instruction will be applied. Required of girls in all courses. One-half credit in Rural Teachers' Course; two-thirds in all other courses. MISS BOURNE.

4. *Principles of Sewing. (Drafting.)* This course gives practice in the making of patterns for the purpose of acquainting the student with the lines of garments. Methods and effects of altering patterns will be considered. An undergarment will be made, involving the use of tucks and embroideries. Required of girls in all courses. One-half credit in Rural Teachers' Course; two-thirds in all other courses. Prerequisite, 2. MISS BOURNE.

6. *Principles of Sewing. (Garment Making and Handwork.)* A corset cover will be made from pattern drafted and fitted in H. E. 4, involving the application of lace, bias, the French hem, the French rolled hem, whipped tucks, and the application of embroidery designs to garments. The handwork will include darning, patching, rubber mending, knitting, crocheting, and simple embroidery. Prerequisites, 2 and 4. Required of girls in all courses. One-half credit in Rural Teachers' Course; two-thirds in all other courses. MISS BOURNE.

8. *Textiles.* A study of the textile fibres, their characteristics, primitive and modern preparation for weaving, method of adulteration, and tests for determining adulteration. The course culminates in a consideration of the

different types of materials used in garment-making, and an acquaintance with qualities, prices, and width of each. Required in Home Economics Course. One credit.

MISS BOURNE.

10. *Laundering*. This presents the principles and processes involved in laundry work, the equipment necessary and desirable, removal of stains, disinfecting, methods of handling cotton, linen, wool and silk, special attention necessary for colored materials, laces and embroidery, and the dyeing of cotton, silk, wool. Prerequisite, 8. Two-thirds of a credit. Required in the Home Economics Course. Text to be selected.

MISS BOURNE.

12. *Millinery*. The aim of this course is to give the girl the knowledge which will enable her to make wise choice of hats and hat material, and to acquaint her with the construction of the different types of hats. Practice will be given in frame-making, frame-covering, trimming and making of trimmings, as bows, shirring, cording, puffing, etc. The course will be offered in connection with courses 14 and 16, in order to study both summer and winter millinery. Prerequisites, 2 and 4. Two-thirds of a credit. Required in the Home Economics Course. MISS BOURNE.

14-16. *Dressmaking*. A study of commercial dress patterns will precede the making of a woolen dress, the material to be chosen under the guidance of the instructor and in accordance with tests obtained in course 8. Prerequisites, 2, 4, 6, 8, 10. Two-thirds of a credit for each course. Required in the Home Economics Course.

18. *Houseplanning, Decoration and Furnishing*. A brief study of the development of shelter, a consideration of house plans, with a view to intelligent criticism, the making of plans for simple houses, and the selection of building sites. A study of harmony in line, space, color, and values of material used, with average costs. One credit.

MISS BOURNE AND MISS BERNARD.

30. *Methods in Teaching Home Economics*. Special attention is given in this course to subject matter, suitable

problems for presentation, equipment and installation of the work in rural schools and elementary graded schools. Prerequisites, 1, 2, 3, 4, 5, 6. Two-thirds of a credit. Required in the Home Economics Course. MISS RANDALL.

31. *Practice Teaching in Home Economics.* Each candidate for the Home Economics Certificate will be required to demonstrate her ability to teach elementary courses in this subject before her certificate is granted. One credit.

MANUAL TRAINING.

Instruction in Manual Training will be given in the forthcoming year, having for its object the training of teachers to give instruction in the elements, at least, of the Manual Arts. Someone has said that education is the process and means by which the individual acquires experience that will function in rendering more efficient his future actions.

Since the teacher is to be the leader in vocational and cultural training, the burden of training teachers who can instruct students in the former rests largely on the Normal Schools. The teacher in charge of this work at the State Normal School has had special preparation and training in the industrial courses, and the work to be pursued under his direction will have especial reference to the needs of those who may later become teachers of this subject.

DEPARTMENT OF DRAWING.

MISS BERNARD.

1. *Elementary Lessons in Form and Color.* Blackboard sketching with special reference to the illustration of grade work. Illustrative work connected with the seasons. Elementary design and its application to school projects. Lettering. Elementary clay modeling. Picture study for first, second and third grades. Three hours per week. Two-thirds credit.

2. *Object Drawing and Design.* Blackboard sketching continued. Object drawing in pencil, charcoal and other media to develop manual skill and sense of form. Color schemes. Principles of design. Surface designs and borders. Application. Lettering. Picture study fourth, fifth and sixth grades. Three hours per week. Two-thirds credit.

3. *Applied Drawing.* Application of various lines of work to school projects. Methods of teaching. Notes and illustrations bound by students, with original designs on covers of books. Picture study for seventh and eighth grades and high school. Brief lectures on History of Art. Lettering. Three hours per week. Two-thirds credit.

4. *Industrial Handwork and Applied Design.* For primary grades: Weaving, stick-pointing, paper and cardboard construction, making of booklets, elementary costume design, commercial design and house furnishing. Lettering. Coping saw work, for fourth and fifth grades, and posters from paper cuttings, illustrating geography, history and nature study. Children of the nations cut from thin wood and colored to represent national costumes. Elementary clay modeling; pen and ink and wash drawings; principles of advertising arrangement as applied design, for students interested in commercial design. Three hours per week. One-half credit.

5. For intermediate grade: Making of portfolios, desk calendars, boxes, blotters and other projects suitable for handwork in intermediate grades; stenciling and block printing on paper; elementary pottery; principles of advertising arrangement continued; application of pen and ink, brush work and color to posters, cartoons, etc; principles of cartooning. Three hours a week. One-half credit.

6. Stenciling and block printing on fabrics; tied and dyed work; color and design and application to costume, house furnishing, etc.; projects for advanced grades; principles of advertising arrangement; application of work in pen and ink and wash to school projects. Three hours a week. One-half credit.

7. *Advanced Drawing.* Charcoal and pencil drawing; brush work; studies in landscape and still life; action drawings and proportions of faces and figures to be used in illustrative work; application in original drawings; clay work; design applied to book covers and other projects. Old English lettering; art history. Three hours a week. Two-thirds credit. Elective.

8. Water color painting; decorative drawings; posters; scenes; still life; faces and figures in flat tones; water color over charcoal and pencil drawings; color harmonies; art history. Three hours a week. Two-thirds credit. Elective.

9. Design and color; application to fabrics by dyeing, stenciling and block printing; art in house furnishings, and styles in architecture (ancient, medieval and modern), in connection with art history; vase forms cut from paper and decorated with borders, etc., illustrating historic ornament. Three hours a week. Two-thirds credit.

DEPARTMENT OF READING AND MUSIC.

MRS. HARRELL.

READING.

Reading in the public school continues to be a subject for which we find few well prepared and successful teachers, and yet all teachers in all grades of the public school are expected to teach this subject.

2. *Reading.* The purpose of this course is to teach the teacher to read intelligently with the proper interpretation, laying special stress upon the correct mental attitude. Special drills are given in the study of enunciation, articulation and pronunciation.

Classes will be required to take up the teaching of public school reading, step by step. Opportunity will be given to observe and teach this subject in the Training School. Required. Five recitations per week. One credit.

VOCAL MUSIC.

The study of music is assuming more importance in public schools and high schools of this state and trained teachers are greatly in demand. The system known as departmental work is being adopted in many schools, where the teacher is expected to teach a certain grade and the music of the entire school.

The ability to teach music in connection with grade work will improve candidate's chances of obtaining a position as well as higher remuneration. We are in accordance offering a well-defined course in public school methods covering the eight grades of public schools as well as specific work in specified grades.

4-5-6. *Music*. This course is composed of eight lectures on the essentials necessary to the understanding of music, sight reading and public school methods. Attention is also given to voice placement; breath control; position and interpretation; study of key-board; ear training; eye training, the relation between the two; time; note singing; rhyme. A repertoire of fifteen rote songs is taught with methods of presentation. Opportunity is given to observe and teach this subject in the Training School. Three terms. Two hours per week. Two-thirds credit per term.

10-11-12. *Advanced Music*. This course is arranged for students who have special talent in music and expect to conduct high school choruses and glee clubs.

Introduction to harmony, scale and melody writing, chord reading, form and analysis, internal and two-part writing, cadences modulations, dictations, chorus direction, management of high school choruses and glees, and study of simple choruses, anthems and cantatas.

Programs will be outlined for entertainments and commencement exercises. A small amount of music history will be given illustrated by selections from prominent composers. Three terms. Two hours per week. One credit.

PIANO.

MISS PYLE.

Technique. Hand-shaping; locating and qualifying motions by one, and two-finger exercises; crossings and stretches; double notes, scales and arpeggio forms in all keys and combinations; touches: staccato and legato, hand, wrist and arm movements; octaves; chords, and expression.

Preparatory.

Grade 1. Lambert Beginners' Method; Kohler, op. 151; Bertine, op. 166.

Grade 2. Kohler, op. 50; Streabbog, op. 62; Lambert Course, vol. 1.

Grade 3. Clementi Sonatinas, op. 36; Kunz Canons, op. 14; Streabbog, op. 64.

Advanced.

Scales, broken chords, arpeggio and finger work in 3 and 4 octaves and velocity forms: major and minor parallel and contrary motion.

Grade 4. Bach 2 part Inventions; Mozart and Hayden Sonatas; Czerny, op. 299 and 8 va Studies; Heller, op. 47; Loeschorn, op. 66 (Liebling ed.).

Grade 5. Bach Inventions, 3 part; Czerny, op. 740, low, 8 va.; Heller, op. 45; Godard, Chaminade and Chopin.

Grade 7. Beethoven Sonatas, op. 27, No. 2, 31, 26; Bach "Clavichord"; Mendelssohn Caprices and Preludes; Chopin Ballads and Impromptus; Schuman, Grieg and Schubert, etc.

New pupils will be examined and graded by this standard, so it is very important they should bring with them all standard study-material of last year's work. Pupils can be assigned to work promptly if this is done. Such works as Bach, Chopin, etc., are used through more than one grade. Equivalents are used according to needs of pupil.

List of Graduates.

CLASS OF 1908-1909.

Nova Blackwell	Daniel W. Emerson
Anna Davidson	D. K. Hubbard
Edgar Holiman	Bessie Lair
Mary Kittrell	Comora Reed
Robertta Matmuller	Sidney Wells
John R. Brooke	

CLASS OF 1909-1910.

Bertie Adams	Martin Downing
Velma Cook	Lizzie Elsberry
Birdie Dunlap	George Floyd
Ezra Ferguson	Hattie Gibbons
Ola Ford	Online Hawkins
Annie M. Godwin	Dove Harton
Rosalie Hammond	Nell Hutchins
Sallie Hildreth	Edith Lamar
Walter Isgrig	Charles Moore
Anna McKamey	Wadie Pettigrew
Rosa E. Moore	Mina Renfroe
Ray Powell	Lucia Starnes
Lizzie Shetley	Vesta Thompson
Viola Stone	Mary Wilson
Ida Bragg	

CLASS OF 1910-1911.

Aubrey Adney	C. C. Blair
Willie Bryan	Judd Bullington
Bettie Clay Cason	Ruth Correy
W. J. Clark	G. O. Dalton
C. C. Hunnicutt	Pearl Haller
Hazel Howard	W. J. Jameson
Ethyl Julian	Inez McConnell
Fletcher McElhannon	Elgin Milton
Lena Moore	Nettie Kate Rachels
Chester A. Short	Frank Steed
Addie B. Whitley	Helen Wozencraft

CLASS OF 1911-1912.

Evelyn Baird
Portia Byrd
Mattie Carlton
Mollie Davis
Audrey Goode
Maggie Goodwin
Grace Greer
Icie Major
J. W. Melton
Ila McCarley
Florence Owens
Willie Thrailkill
Jessie Wheat
Pattie Brannon

Monroe Campbell
Zada Lee Craig
Lena Gadd
Floy Goodwin
Julius Gray
Olive Haskew
Willie Mashburn
Isaac F. Morris
Perry Nelson
Gilbert Y. Short
Allen Webb
Claud Wilkerson
Ekron L. Gray

CLASS OF 1912-1913.

Clair Blair
James H. Davis
Irving M. Greer
Ida May Hogan
Myrtle Lewelling
Douglass B. Keith
Lillie Lee Jones
Ima Pendergrass
Bessie Randelman
Floy Stewart
Willie Smith
Chlora Wheat
Mary Alabama Wilson
Ruth Cazort
Irving Ball

Ambrose J. Dew
Orpha Gideon
Clara Vivien Hudson
Leona Maddox
Anna McCain
Pearl Dee Jones
Irene Rice
Sarah Hattie Ross
Maud Steed
Minnie Elizabeth Warren
Ruby Lee Wilson
Myrtle Thompson
Burl Short
Edith Wise

CLASS OF 1913-1914.

W. W. Bishop
G. S. Butler
Sam Clark
W. A. Ellis
Minnie Jones
Grace Jackson
Lee Marble
Mary Melton
Mrytle Nelson
Opal Pendergrass
J. E. Potts
Lillie Smith
Alice Berry

Jaspar Calaway
Vera Dean
May Goad
Eunice Jones
Emma Jones
Annie Moore
Joe Norris
Carrie Plunkett
Ola Parsons
Jewel Snow
Ethel Scott
Troy Ray

CLASS OF 1914-1915.

Homer Bruce	Marvin Carter
Lonie Baldwin	Paul Batson
Robert Chandler	Ethel Comstock
Clinton Cook	Jack Cook
Roxie Deal	Alla Elliott
Lemuel Francis	Ruth Hayhurst
A. C. Houser	Ula Johnston
Jewell Jones	Mabel Harris
Edgar Martin	Mildred Matthews
Ed McCain	John McCulloch
Homer Nelson	Frank McDonal
Irpeel Paxon	A. L. Patton
Pearl Smith	Leonard Turner
Vernon Thompson	John Teeter
Fredrica Upchurch	Josephine Upchurch
Clyde Vinson	T. R. Vinson
Valrie Voss	Lula West
Otho Wilkerson	Respass Wilson
Ruth Galbraith	Tannie Wilson
Lois Bostick	

CLASS OF 1915-1916.

Lola Brewer	Ethel Martin
Carrie Brewer	Ruth McCarroll
Bernard Bruce	Mattie Melton
Chester Bryant	Hubert Minton
W. M. Brown	Elbert Moore
Esther Cotham	W. H. Morden
Hugh Clark	Edward Houston Nelson
Clyde Davis	Gladys Nunn
Henry F. Dial	Lucile Polk
Lod Goza	Stella Prothro
Ella Goza	C. M. Reaves
Orville Halbrook	Willie Scott
Virginia Hatcher	Ella M. Sloan
Gladdie Harding	Nellie Thorburn
Lee Etta Jackson	Kate Wathern
Virginia Jackson	Elmer Wray

Senior Roll for 1916-1917.

GRADUATES, MAY 30, 1917.

NAME	POSTOFFICE	COUNTY
Fay Blair	Conway	Faulkner
Jewel Coventon.....	Oakland	Marion
T. A. DuLaney.....	Floyd	White
L. E. Dowd.....	Waldo	Columbia
Clifford Fry.....	Green Forrest	Carroll
Edna Hoffstattar...	Van Buren	Crawford
Virgaline Harter...	Wabash	Phillips
Laynie Harrod.....	Vilonia	Faulkner
Lucille McCarroll...	Van Buren	Crawford
Fred McCollum.....	Conway	Faulkner
Sam Moore.....	Batesville	Independence
Lela Newton.....	Conway	Faulkner
Marian Plunkett...	Fort Smith	Sebastian
Rose Patty.....	Fort Smith	Sebastian
Calvin Tompkins...	Prescott	Nevada
Emmett Vaughan...	Emerson	Columbia
C. H. Vinson.....	Colt	St. Francis
Ruth Wheeler.....	Waveland	Logan
Vesta Wyatt.....	Ravenden	Randolph
Nora Wise.....	Luxora	Mississippi
Grace West.....	Conway	Faulkner
Maude Wozencraft..	Holly Springs	Dallas

GRADUATES, JULY 27, 1917.

Opal Albright.....	Little Rock	Pulaski
J. T. Boyce.....	Okolona	Clark
Nora Brown.....	Stuttgart	Arkansas
Mary Bonar.....	Centerton	Benton
Virgie Childress...	Morrilton	Conway
Earl Copeland.....	Red Stripe	Stone
Joe Day.....	Conway	Faulkner

Freelin Hames.....	Danville	Yell
Clara Harvey.....	Tuckerman	Jackson
Sylla Harvey.....	Tuckerman	Jackson
Irene Harper.....	Junction City	Union
Beulah Hames.....	Paris	Logan
Will Hull	Treat	Pope
Sirena Hill	Cabot	Lonoke
Bessie Hite.....	Black Fork	Lawrence
Ollie Lowrey.....	Blaine	Logan
Jessie Moore.....	Batesville	Independence
Floy Matthews.....	Atkins	Conway
Margie Nelson.....	Conway	Faulkner
Will Parks.....	Conway	Conway
Rush Rhoades.....	Gravelly	Yell
Alta Scott	Ward	Lonoke
Yulu Salters.....	Plainview	Yell
Ethel Slater.....	Junction City	Union
G. C. Sullivan.....	Calamine	Sharp
Orion Wray.....	Conway	Conway

SUMMARY.

Summer Enrollment 1915	225
Enrollment Regular Session 1916-1917	476
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Total	701
Counted Twice	35
<hr/>	
Net Total Enrollment	666

This total does not include the 70 grade pupils enrolled in the Training School.

Enrollment for 1916-1917.

NAME.	COUNTY.
Kirby Albright	Yell
Ednes Anderson	Faulkner
Truman Adcock	Logan
Opal Albright	Faulkner
G. N. Anthony	Yell
Ralph Albright	Yell
Elizabeth Aubrey	Yell
Bernis Alsobrooke	Dallas
Ella Alexander	Independence
Angus Adams	Faulkner
McCoy Adams	Faulkner
Lizzie Ball	Saline
Lillie Bryant	Madison
Irma Bryant	Faulkner
Mattie Brown	Logan
Haise Boggess	Popé
Ruth Bennett	Monroe, La.
Wiley S. Brown	White
Attye Joe Bush	Faulkner
Mamie Bush	Pulaski
John M. Bradley	Columbia
Mrs. M. H. Best	Jackson
Eugene Baker	Jackson
Dan Baker	Logan
Laura Brashears	Yell
Mary Bonar	Benton
Arvie Blythe	Faulkner
J. T. Boyce	Clark
Daisie Bell	Polk
Paul Buzbee	Logan
Ethel Beck	Hempstead
Edna Earl Blackwell	Yell
Dolan Burris	Pope

NAME.	COUNTY.
H. H. Ballard	Faulkner
Pearl Bolin	Poinsett
Lodie Biggs	Faulkner
Joe L. Brooke	Yell
Lydia Burford	Yell
Carey P. Batson	Faulkner
Nova Blankenship	Cleveland
Lois Bolls	Faulkner
Edith Bryant	Madison
Silas U. Butts	Faulkner
Lettie Buck	Mississippi
E. N. Burr	Faulkner
Olympia Balmaz	Faulkner
Hallie Burnham	Logan
M. M. Burrow	Grant
Carrie Byrd	Union
Sam Blackwood	Greene
Will Bearden	Conway
Tommie Brown	Drew
Beulah Byrd	Union
Bettie Bankston	Desha
Mary Batson	Faulkner
Nora Brown	Arkansas
Aletha Blythe	Faulkner
T. G. Byrd	Union
Elizabeth Batson	Faulkner
Blanche Bowen	Pope
Addie Barton	Pope
Lola Brown	Logan
Faye Blair	Faulkner
Gordon Blythe	Faulkner
Byron Bennett	Logan
Nannie Chisler	Conway
Virgie Childress	Faulkner
Charles Cullum	Van Buren
J. Weldon Crawford	Pulaski
Donna Countz	Pulaski
H. G. Craig	Union

NAME.	COUNTY.
Ruby Mae Crow	Jefferson
Chas. C. Campbell.....	Monroe
Hester Cart	Faulkner
Ethel Corson	Ashley
Estelle Carney	Yell
Helen Camp	Faulkner
Roscoe Crafton	Faulkner
Jewel Coventon	Faulkner
Pearl Cox	Van Buren
Josephine Crabtree	Lafayette
Richard W. Collins	Greene
Mary Coffman	Arkansas
Elizabeth Carden	Faulkner
Wilma Cook	Lonoke
Tennie Cheek	Pope
Carrie Clark	Faulkner
P. S. Carter	Yell
Earl Copeland	Stone
Lora Coombs	White
Burrell Conatser	Faulkner
Mary Crabtree	Lafayette
Valerie Cazort	Johnson
Robert Cowger	Yell
Garland Conatser	Garland
J. M. Cleveland	Jackson
Ola Callans	Franklin
Jewell Conway	Perry
Alma Doster	Cleveland
Attis Davis	White
J. C. Dunn	Dallas
Alma Durham	Faulkner
Dale Denman	Nevada
Berta Daugherty	Sharp
Joe Day	Faulkner
Ezra Dempsey	Faulkner
Sam Donnell	Faulkner
Graydon Dodson	Faulkner
Willie Dunn	Faulkner

NAME.	COUNTY.
Lizzie Dougherty	Monroe
Alice Dixon	Nevada
J. C. Dotson	Madison
Ethel Dunlap	Miller
Robert Dodson	Faulkner
L. E. Dowd	Columbia
A. E. Dauley	Van Buren
Bessie Dearing	Union
Norma Deyling	Lawrence
Beatrice Deyling	Lawrence
T. A. DuLaney	White
Prudence Downs	Faulkner
Eula Davis	Lonoke
Maggie Dunn	Faulkner
Florence Dunn	Faulkner
Evie Elder	Dallas
Homer Edwards	Izard
Una Evans	Miller
Robert Erbacher	Faulkner
Lilla Elliott	Ouachita
Mittie Eddins	Miller
Roy Evans	Faulkner
Bertha Edwards	White
J. A. Foreman	White
Tom Foster	Lee
Winnie Fricks	Howard
Everetta Fuller	Sebastian
Ola Callans	Franklin
Cumi Felker	Franklin
Clifford Fry	Carroll
Heslop Gibbons	Faulkner
A. C. Gist	Jackson
Ruth Greeson	Ashley
Shelburne H. Glover	Grant
Loma H. Good	Crawford
Zelma Goad	Mississippi
Lester Good	Crawford
Jeffie Green	Saline

NAME.	COUNTY.
Hartwell Gildon	Miller
Ruella Grisham	Faulkner
Fay Glasscock	Pulaski
Jerry Gleason	Yell
Annie Gilmer	Miller
Erma Gray	Faulkner
F. M. Gillum	Yell
Mamie Grady	Polk
Zollie Goinz	Greene
Jennie P. Griggs	Van Buren
Ethel E. Griggs	Van Buren
W. L. Goggans	Cleveland
Margaret Gerhardt	Denison, Tex.
Verona Grisham	Faulkner
Christine Grummer	Faulkner
Genevieve Huddleston	Faulkner
Vascoe Hollingshead	Clark
Clara Harvey	Jackson
Bessie Lee Hite	Lawrence
Ernestine Hunter	Lincoln
Inez Hamm	Newton
Bolton Harris	Yell
S. M. Haney	Faulkner
William S. Hanner	Faulkner
Inez Hanna	Faulkner
Gertrude Hess	Faulkner
Sirena Hill	Lonoke
Mamie Harrison	Pulaski
Will Hull	Pope
Ernest Hambright	Yell
Dula Holmes	Faulkner
Troy C. Hill	Faulkner
N. M. Hamilton	Pike
Helen Hobbs	Bradley
Beulah Hames	Logan
Grace Hamby	Polk
E. W. Hamby	Polk
Lucile Hall	Faulkner

NAME.	COUNTY.
Lucy G. Holmes	Cleveland
Florence Holman	Dallas
Anna Hopson	Baxter
Elma Hickman	Faulkner
Ovie Holland	Yell
Ira Halbrook	Conway
Sylla Harvey	Jackson
Marry Ellen Harton	Faulkner
Helen Hanner	Faulkner
C. C. Hayes, Jr.	Logan
Fred Henry	Faulkner
Mary Higgins	Faulkner
Doris Harper	Lonoke
B. F. Hensley	Searcy
Eunice Hogan	Faulkner
Maggie Humphrey	Logan
Ruth Hamilton	Faulkner
Freelin Hames	Yell
Dora Harris	Lafayette
Leta Hinton	Cross
Dora Hudson	Franklin
Thos. M. Hasty	Yell
Ruth Hamby	Polk
Ardia Hayes	Van Buren
Martin Haskins	Faulkner
Laynie Harrod	Faulkner
Virgaline Harter	Phillips
Edna Hoffstattar	Crawford
Gussie Hamn	Newton
A. P. Holt	Lonoke
Paul Holt	Faulkner
W. J. Irwin	Grant
Ellen Jennings	Franklin
Byron Jeffery	Izard
Luke Jackman	Franklin
Amye Johnson	Pope
Marvin Jameson	Faulkner
Lurley Johnson	Faulkner

NAME.	COUNTY.
Thurman Jones	Faulkner
Matilda King	Faulkner
Eddie Kinsey	Faulkner
Ethel Keys	Clark
Mary Kennedy	Conway
Julia Keys	Clark
Etta R. King	Faulkner
Evona Kimbro	Drew
Essie Kinsey	Faulkner
Ida V. King	Faulkner
William H. Keller	Faulkner
Glen Kennedy	Cleburne
Bonnie Kyle	Logan
Walter S. Knighton	Lafayette
Eula Lipe	Logan
Leah Lemly	Pope
S. S. Lane	Benton
Ora Leach	Logan
Jess Legg	Faulkner
Grady Ledbetter	Faulkner
Ollie Lowrey	Logan
Bert Larey	Miller
Mary Lyle	Lincoln
Jennie Belle Lyle	Lincoln
Mimms Legg	Faulkner
Louise Lea	Faulkner
Lucile Lea	Faulkner
H. M. Lewis	Faulkner
J. H. Lookadoo	Clark
Thresa Lewis	Pulaski
Leila Lipe	Logan
Hershel Lewis	Lewis
Clyde Larey	Miller
Susan Leibrock	Arkansas
Johnnie McCord	Pulaski
Lora McCain	Pope
Ruby McCowan	Arkansas
Jimmie Lee McCastlain	Monroe

NAME.	COUNTY.
Louise McSwaim	Columbia
Ruby McRae	Logan
M. A. McKennon	Logan
Ida McHughes	Pulaski
P. J. McDonald	Miller
Wiley McDonald	Miller
Lucille McCarroll	Crawford
Fred McCollum	Faulkner
H. A. McAnally	Yell
James Malone	Faulkner
Ina Miller	Springhill, La.
Richard Morgan	Arkansas
Florence Moore	Faulkner
Thelma Martin	Benton
Bess L. Mills	Van Buren
Donnie Marsh	Clark
Virgil Maxwell	Conway
Bessie Martin	Faulkner
Lois Munn	Faulkner
Mattie Milton	Franklin
Howard Moore	St. Francis
Jay F. Maxey	Crawford
Hurley Moore	Lawrence
Pearl Miller	Independence
Emma Murphy	Union
Robbie Maddox	Faulkner
Edna Moore	Logan
Emma Mathis	Pope
Beulah Majors	White
Mattie Murphy	Sharp
Edith Mosley	Faulkner
Edwin Majors	White
Fannie Mathis	Pope
Floy Matthews	Pope
Marjorie Mathis	Pope
Jessie Moore	Independence
Renna Matthews	Faulkner
James Dewey Mitchell	Hempstead

Name.	County.
Allie May Middleton	Faulkner
Willie Merritt	Faulkner
Sadie May	Chicot
Gladys Mills	Faulkner
Samuel S. Moore	Independence
Chloe Nowlin	Conway
Dolphus Nowell	Faulkner
Etta Nowlin	Pope
Gladys Nation	Conway
Ruby Newman	Faulkner
Tennie Nix	Hot Spring
Lela Newton	Faulkner
Doris Owen	Faulkner
Floyd Owen	Columbia
Jas. B. Olive	Lafayette
Bruce O'Quinn	Faulkner
Ealy Prothro	Pulaski
Marion Payne	Faulkner
Ena Powell	Hempstead
Barton Peters	Yell
J. B. Perrymore	Logan
Marcelle Phillips	Faulkner
Sadie Parr	Ouachita
Wm. Park	Faulkner
Andrew Purifoy	Faulkner
Lucile Pichard	White
Jessie Pichard	White
Ernest Pharis	Yell
Grace Peck	Conway
Effie Phillips	Faulkner
Gretchen Parks	Cleburne
Kate Patton	White
Byron Paulk	Miller
Gladys Pyle	Logan
Mary Parks	Dallas
E. B. Plunkett	Sebastian
Carmen Pharris	Madison
Thomas Phillips	Faulkner

Name.	County.
Rosa Patty	Crawford
Marian Plunkett	Sebastian
Alberta Quinn	Grant
George Quillen	Miller
Austin A. Quillen	Miller
Dennie Rodgers	Monroe
Cordia Robinson	Logan
Grace Rogers	Drew
Carl Russell	Faulkner
Geneva Richmond	Faulkner
Oscar Gay Richardson.....	Independence
Art Rusk	Faulkner
Thorpe Ray	Faulkner
Homer Robinson	Logan
Rush Rhoades	Yell
Noel Rusk	Faulkner
Anna Reeves	Faulkner
Coy Rogers	Drew
Veotrice Robinson	Miller
George Rickett	Faulkner
Tom G. Reeves	Faulkner
Bethel Ruff	Searcy
Kathlene Rieff	Pulaski
Jesse Richards	
Lucille Richards	
Allen Smith	Miller
Percy Stephens	Faulkner
G. C. Sullivan	Sharp
Maude Sturdivant	Yell
Oscar Splawn	Bradley
Marie Schichtl	Faulkner
Emma Carolyn Shrader	Faulkner
Jay Sandboe	Franklin
Vesta Sanders	Columbia
Bert J. Stubblefield	Franklin
Willie Stone	Jefferson
Austin Simms	Faulkner
Mary K. Suter	Arkansas

Name.	County.
Thos. J. Sheets	Hot Spring
Johnny Stark	Cleburne
Yulu Salters	Yell
Alta Scott	Lonoke
C. C. Sturdivant	Yell
Joseph A. Smith	Miller
Eva Spooner	Union
Eufala Snow	Faulkner
Ophelia Simms	Dallas
T. A. Sipes	
H. A. Smith	
Pauline Scott	Lonoke
Ethel Slater	Union
Tiny Shuffield	Howard
Harnie Shaw	Crawford
Harvie Shaw	Faulkner
Green Shuffield	Howard
Ora Shockley	
B. G. Sparks	
Elvis Spradlin	Faulkner
Ellyn Thomas	Conway
Offie Turner	Faulkner
Josephine Taylor	White
Czerda Turner	Faulkner
Lois Turner	Faulkner
Elmer Turner	Faulkner
Winnie Trantham	Jefferson
Mrs. Clara Taylor	White
Mack Thompson	Greene
Sydney Thompson	Franklin
Irene Thompson	Faulkner
Kate Tribble	Ouachita
Forney Thompson	Pike
Mrs. D. V. Tucker	Yell
D. V. Tucker	Yell
Lawson Towery	Logan
Calvin Tompkins	Nevada
Paul C. Teas	Faulkner

Name.	County.
Bert R. Tucker	Faulkner
Ollie Thedford	Perry
Ruby Thedford	Perry
Nina Thornton	Miller
M. O. Thornton	Miller
Archie Troxwell	Faulkner
Robert Traylor	Faulkner
S. D. Vaughan	Izard
Estelle Vardner	White
P. E. Vines	Columbia
Arthur B. Vaughan	Columbia
Ernest Vinson	St. Francis
Tommie Vann	Yell
William Emmett Vaughan.....	Columbia
C. H. Vinson	St. Francis
Mae E. Wilkerson	Faulkner
Arthur Whitten	Faulkner
Lillie Mae Wicker	Lonoke
Jessie Williams	Pike
Clara White	Howard
Orion Wray	Faulkner
R. C. Willis	Drew
Harley Weatherly	Faulkner
Tilden C. Williams	Faulkner
Bessie Warren	Lafayette
Beulah White	Hempstead
Lucile Williamson	Jackson
Lillian Wahl	Logan
Minnie Wingfield	Columbia
W. B. Webb	Cleburne
Clifford Willcockson	Greene
Nina Williams	Benton
Arlie Webb	Faulkner
Lottie Webb	Faulkner
Vera Webster	Crawford
Lula Watson	Pike
Romie Wilson	Franklin
Virginia Weaver	Independence

Name.	County.
Austin Wilson	Franklin
Anna Wilson	Faulkner
L. A. Waid	Yell
Vernon Woodrome	Faulkner
C. F. White	Sharp
Florrie Watkins	White
Beryl Wade	Cross
Ida Watkins	Faulkner
Frances Wahl	Logan
Nannie Ward	Nevada
Vesta Wyatt	Randolph
Maude Wozencraft	Dallas
Grace West	Faulkner
Della Wooley	Faulkner
Minnie Wheeler	Yell
Cora Wheeler	Yell
Maude Welch	White
Ruth Wheeler	Yell
Nora Wise	Mississippi

TRAINING SCHOOL.

Pupils Enrolled 1916-1917.

GRADE I.

Best, Phillip	Harmon, Annie Lee	Martin, Geneva
Billings, Floyd	Harrin, Hope	McGee, Annie
Dunn, Audrey	Harrison, Hubert	Tomason, Neil
Dunn, Alma	Hastings, Ruth	West, Naylor
Dunn, Elmer	Long, Robert	

GRADE II.

Claunch, Haword	Hamilton, Gertrude	Morris, J. B.
Firestone, Willie	Hamil, Marie	Webb, Willbred
Gibbs, Floy	Harrison, Lucile	White, Walta M.

GRADE III.

Claunch, Kimball	Keathley, Roscoe	Roper, Lillian
Guilbeau, Peggy	Marris, David	White, Dessie
Hastings, Ruby Mae	Moore, Nathaniel	Zelner, Eula
	Patty, Lucile	

GRADE IV.

Hamilton, Martin	Haynie, Coy	Meadors, A. J.
Harmon, Lucy	Haynie, Clarence	White, Myrtle

GRADE V.

Collier, Mary	Harrison, Carl	Morris, Lyman
Guilbeau, Honore	McDuffie, Murl	Webb, Ruth
Hamil, Ruth	Meadors, Olive	

GRADE VI.

Adams, Agnes	Hamil, Fay	Moore, Herbert
Brown, Paul	Henderson, Anna	Munn, Lena
Billings, Ruth May	Long, Jeanette	

GRADE VII.

Boydston, Douglas	McCullough, Sara	Williams, Elva
	Hamilton, Lois	Slater, Lucile

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Volume VII

JUNE, 1919

No. 2

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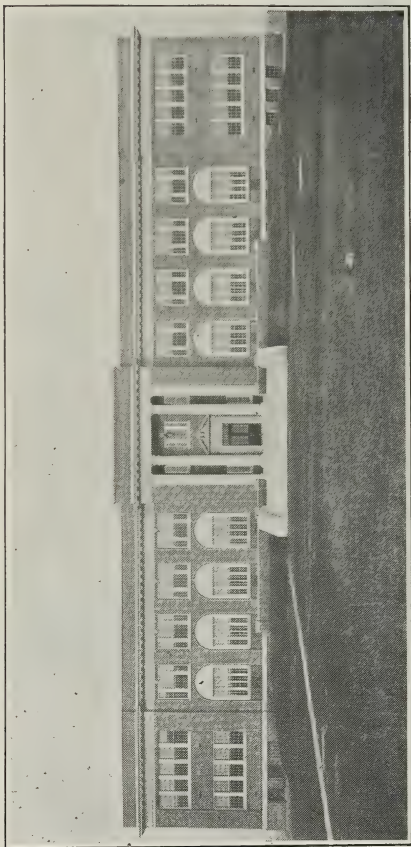
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Conway, Arkansas

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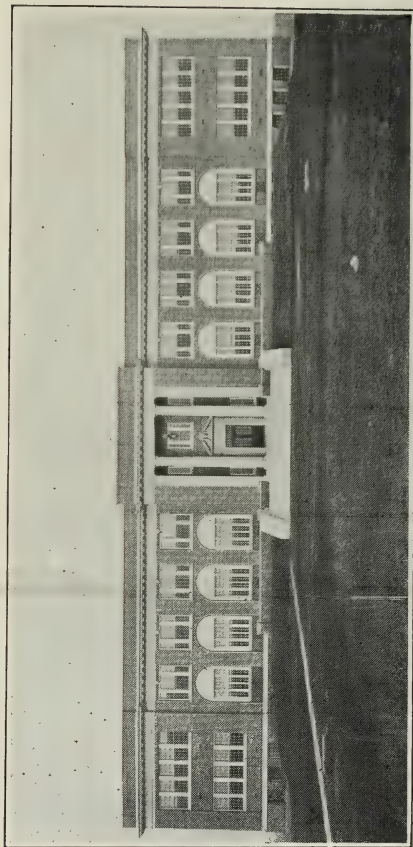


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Arkansas State Normal School

Conway, Arkansas

CALENDAR

First term begins-----	September 22, 1919
First term closes-----	December 19, 1919
Second term begins-----	December 29, 1919
Second term closes-----	March 12, 1920
Third term begins-----	March 15, 1920
Third term closes-----	June 4, 1920
Summer term begins-----	June 7, 1920
Summer term closes-----	July 30, 1920

BOARD OF TRUSTEES

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- MARY AUGUSTA BERNARD *Drawing and Penmanship*
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- JESSIE CARR BOURNE *Home Economics*
B. S., George Peabody College for Teachers.
- LOULA MARTHA CARAHER *Mathematics*
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- NELSON F. COOLEGE *Manual Training*
A. B., Iowa State Teachers' College; Bradley Polytechnic Institute; Cornell College.
- EVERETT E. CORDREY *Science*
Pd. B., Pd. M., Missouri State Normal School (Warrensburg); S. B. in Ed. University of Chicago; Graduate Student, *ibid.*
- JOHN GRANVILLE CUBAGE *Latin*
A. B., University of Arkansas.
- CHARLES CROCKETT DENNEY *Education*
E. S., Valparaiso University; A. M., George Peabody College for Teachers.
- ETHEL TURNER DULIN *Critic Teacher*
B. S., George Peabody College for Teachers; Randolph-Macon College; University of Tennessee.
- G. D. ESTES *Mathematics*
B. C. E., University of Arkansas.
- MARY LOUISE FERGUSON *English*
A. B., Wellesley College; University of New York.
- MARY MARGARET FRANKEN *Science*
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- FRANK HECTOR HARRIN *Education*
A. B., Kansas State Normal (Emporia); A. M., Columbia University and Teachers' College.

KEITH LEAMING HOLLOWAY	<i>Agriculture</i>
Purdue University.	
HOMER F. HESS	<i>Music</i>
National School of Music; Cornell University.	
DEAN DEPEW MCBRIEN	<i>History</i>
A. B., University of Nebraska; Columbia University.	
HELEN LEE MCGREGOR	<i>Home Economics</i>
A. B., B. S., University of Missouri.	
ANDREW JACKSON MEADORS	<i>English</i>
A. B., A. M., Cumberland College (Ky.); University of Kentucky; University of Chicago.	
DOROTHY PYLE	<i>Piano</i>
Graduate, Central College; Post-Graduate study under Hugh Rl Deut; and Austin Conradi; Chautauqua, N. Y.	
GILBERT YOUNG SHORT	<i>History</i>
L. I., Arkansas State Normal School; University of Arkansas; George Peabody College for Teachers.	
DORA B. SMITH	<i>Critic Teacher</i>
Pd. B., B. S. in Ed., Missouri State Normal School (Warrens- Burg); University of Chicago.	
IDA MARY WALDRAN	<i>English, Dean of Women</i>
A. B., Winthrop College; University of Michigan; University of Chicago; Cambridge University (England).	
NETTIE MURPHEY WILSON	<i>Librarian</i>
A. B. Hendrix College; University of Chicago.	
MR. B. W. TORREYSON	<i>Director of Dormitory, Doyne Hall</i>
MRS. JOSIE HILDRETH	<i>Housekeeper, Doyne Hall</i>
GUY E. SMITH	<i>Registrar</i>

PURPOSE

The State of Arkansas has established the State Normal School and maintains it for the single purpose of training teachers for its schools. To this end it has generously provided buildings, equipment and instructors without cost to the student. It invites all who seriously desire to enter the profession of teaching and all who have already entered it to come to the school whenever they have opportunity and get the training which it offers them.

LOCATION

The State Normal School is located at Conway, Arkansas, thirty miles northwest of the state capital and within seven miles of the geographical center of the State. Its railroad facilities are excellent, there being six passenger trains and two local trains daily. No town in the State has shown a deeper interest in school affairs than Conway. It has contributed over \$225,000 in recent years to aid in the establishment of institutions for higher learning in its midst. It has also an excellent public school system. Here are located Hendrix College and Central College, the former under the control of the Methodist denomination and the latter a part of the Ouachita-Central system belonging to the Baptists of the State. A waterworks plant and a sewerage system have been installed for the town. Conway bears an exceptional record as regards its healthfulness, diseases of marked fatality being rare.

A college town is usually a town of more than average culture and refinement, and this is true of Conway. The moral tone is exceptionally elevated, the religious sentiment is strong, the civic spirit is of the highest order. Students are made to feel at home in the community, and, in many ways, the citizens prove their interest in those who are temporarily among them.

BUILDINGS AND GROUNDS

The Administration building, completed this spring at a cost of \$107,000.00, is an imposing structure of red brick and Batesville marble, two stories above a high basement. It contains besides the administrative offices, nineteen class rooms and four large basement halls. Provision will probably be made at the next meeting of the General Assembly for the addition of a large auditorium and gymnasium.

Science Hall, also two stories above a high basement, contains the auditorium, library and eighteen class rooms. Here are located the departments of science, agriculture, manual training, home economics, art, and a part of the training school.

The Training School building, a handsome frame structure on a concrete foundation, contains four class rooms. It is supplied with all of the equipment required in a modern, graded elementary school.

A thoroughly modern central steam heating plant supplies heat for all of the buildings.

Doyne Hall, a girls' dormitory, furnishing accommodations for one hundred, was opened at the beginning of the year 1913-14. It is admirably arranged, constructed of brick and stone, three stories high, with basement. The equipment is in every respect modern.

TRAINING SCHOOL

The Training School is for giving observation of work and for practice teaching. The practical value of the work done cannot be overestimated. It is a necessary feature of the complete preparation of the teacher for his profession. Here he sees theory put into operation, and then through his own work he himself takes on skill in the teaching art.

The Training School is under the direction of the Head of the Department of Education, while two supervisory teachers of high attainment direct and supervise the grade work of

the student-teachers, and themselves take charge of the work when junior classes come in a body for observation.

Department heads will be freely consulted by the student teacher of high school work in connection with his lesson planning.

There are in regular attendance one hundred training school pupils enrolled from the town and elsewhere doing the work covered by the common school course of study and one year high school with the addition of special training in the manual and domestic arts, vocal music and drawing. Such work is done as should characterize the best type of rural school and such as should prove a decided benefit to the teachers in our city schools.

The High School Department where work of that grade will be demonstrated by regular Normal School faculty members, and where the student teacher preparing for high school teaching may himself become proficient in his chosen lines presents excellent opportunity for right development.

The Training School is open to general observation so far as room and student time will permit. Organized observation comes in connection with certain courses in education described in another section. All student teachers are expected to reserve ample time for conference with directors of the work.

THE LIBRARY

Is fitted out with reading tables and in the bookcases are to be found a carefully-selected list of 4,500 bound volumes, and several hundred pamphlets. The teachers of the various departments are especially charged with the selection of books suited to their respective classes, and only such volumes are purchased as are thought to fill some need of the student for general reading or special reference. There are also to be found in the magazine department nearly one hundred of the leading periodicals. The periodicals are all bound and indexed in the Reader's Guide to Periodical Literature, which makes them valuable to the student for reference work.

THE LABORATORIES

Six separate laboratory rooms are devoted to the work of the science. The practical needs of students have guided the selection of apparatus and it has been the aim to supply as much apparatus as possible for individual use rather than a few spectacular showy pieces for entertainment. Some of the apparatus and furniture is home-made, but it is in every way adequate and substantial.

LITERARY SOCIETIES

There are five literary societies under the direction of the student body—the Crestomath, Nikatima and Theophanian for young women, and the Wingo and Clary for young men. Their meetings are held weekly, and occasionally a joint session brings together the members for an interchange of views and the maintenance of the relations of good fellowship that should characterize such assemblies. The purpose of these organizations is to encourage and foster among the members a steady development of an appreciation for attainments in literary and æsthetic culture, as well as to familiarize them with such matters as it becomes citizens to know. The meetings are well attended, and the interest taken in the proceedings is well maintained. All students are encouraged to associate themselves with one or the other of these organizations. The influence of society work upon the general student body has been uniformly commendable.

RELIGIOUS SOCIETIES

Early in the history of the first session of the Normal School, the Y. M. C. A. and the Y. W. C. A. were established, and they have proved important factors in unifying and developing the devotional spirit of their members. The persuasive influence of a well-ordered life needs no special herald to proclaim its work, and, without ostentation, the members of these organizations are striving to impress those with whom they are associated that "True worth is in being, not seeming."

THE ALUMNI ASSOCIATION

The loyal support of the members of the association has been one of the strongest forces for the upbuilding of the school. Immediately following the adjournment of the first senior class on Commencement morning, 1909, this organization was made, and each succeeding graduating class has entered enthusiastically into the work. There are now 295 members. The annual business session is usually held in Little Rock during the meeting of the State Teachers' Association. It has been the effort of each member of the association to keep in close touch with the interests of the school, and the president and faculty are always ready to assist in promoting the interests of those who have gone from the Normal School as graduates.

THE NORMAL ECHO

This is a bi-weekly magazine which was started by the students in the second year of the Normal's existence. Its purposes are to keep up and foster the Normal spirit, to give expression to the various activities, to keep the alumni in touch with the school, and to encourage original thought and composition.

The Echo is edited and managed by a staff selected by the various societies and associations—literary, religious, social and athletic. Our friends have been kind enough to assure us that every year from the first the Echo has continued to improve; we hope to keep up this record. We invite the Alumni Association to join us in this work and we shall be glad to give the members space in every issue.

MUSIC

The Normal curriculum requires for graduation a course in the rudiments of vocal music. The subject is taught in regular classes with special reference to the needs of the public school.

There are boys' and girls' glee clubs and choruses for those students who show talent in music. These afford additional practice and experience for music lovers.

Lessons in piano are given by a thoroughly competent instructor. This may be offered with certain limitations as an elective subject counting toward graduation. Students are enrolled for the term, two hours credit being given for the term's work. Lessons missed on account of illness are made up. The piano courses are outlined with other music courses elsewhere in the catalogue.

ORGANIZED PLAY

The tendency to strive for an all-round development of the child has led to the introduction into the schools of Folk Plays, Calisthenics, and General Gymnastics. It forms a valuable part of the training of the teachers, and for this reason has been made a part of the work done in the State Normal School. The pupils in the training school will be encouraged to take part in these exercises, and the classes will be under the direction of the department of education.

TEACHING POSITIONS FOR GRADUATES

Each year many applications are received from school boards for teachers who are graduates of the Normal School, and a list of those who desire positions is kept on file. Registration blanks will be furnished our graduates on application, and effort will be made to assist them in securing good positions.

In order that correct information may be had as to the whereabouts of our graduates, they are earnestly requested to notify the office at least once a year, preferably in the spring, as to their postoffice address at that time. Should change be made later, then information should be furnished us, in order that our files may be kept correct.

DISCIPLINE

The reasonable supposition is that persons applying for admission into the State Normal School are ladies and gentlemen, and every consideration will be shown them as such, until by their own act they shall forfeit the confidence reposed in them. Rules of government and regulations as to their general conduct will, of course, be necessary, yet the character of these will be such as should secure ready conformity thereto and active co-operation on the part of the student body in aiding in carrying out such requirements as may be deemed necessary.

Since, as yet, there is no dormitory for young men, it is necessary that they secure board in private homes. The president and faculty endeavor to exercise such oversight as to the conduct and welfare of the students as is possible under these conditions. Students, however, are placed largely on their own responsibility and are expected to conduct themselves with becoming propriety.

The request is made of all into whose homes students are received that the president be notified at once of any transgression of the well-established rules of society and home life to which their attention may be directed.

Those who receive boarders are expected to go to some trouble in arranging suitable accommodations for students. It is but reasonable, then, that boarding places should not be changed without good cause, and in no case should this be done without first advising the president. Neither should students leave town or be absent from school for any cause without notifying the proper authorities and receiving permission to do so.

BOARDING

Doyne Hall—Room and board in the woman's dormitory are offered to ninety-six girls at fifteen dollars a month. This rate will be maintained, if possible, throughout the year. If, however, the cost of supplies and labor continue to increase the rate will be raised. These accommodations are extended

to those only who are known to be preparing to teach in the schools of Arkansas. Others will not be received into the Dormitory. Preference will be given to those who expect to enter the school at the beginning of the fall term and remain throughout the year. Each room accommodates two girls. Preferences for room and room mates will be respected as far as possible; but the director of the dormitory reserves the right to make such changes as may seem desirable at any time. Students in the dormitory are placed under regulations as to hours of study, recreation, visits and receiving visitors. Whenever the student cannot willingly conform to these regulations she will be asked to withdraw.

Places in the dormitory may be reserved at any time during vacation on application accompanied by a reservation fee of five dollars. This fee may be withdrawn at any time before the first day of the fall term but not afterwards. In the fall term those who have reserved rooms will be charged for board from the first day of the term. Board is due on the first day of each month in advance. No reduction or rebate on board on account of absence will be given unless the room is given up and in no case will an allowance be made for a shorter time than one week.

Students must present vaccination certificates when they enter the dormitory, and those who are suspected with having tuberculosis or any other contagious or infectious disease will be asked to withdraw.

Since many of the rooms are furnished with single beds each student should bring with her two counterpanes, two pairs of sheets, two pillow slips, and one pair of blankets or other covering for single or double beds, as preferred. Each student should also bring four bath towels, four face towels, six napkins and a napkin ring, all plainly marked with the student's name.

Boarding Houses.—Suitable and comfortable boarding places in town will be recommended on application. Unless special permission is given young men and young women will not be permitted to board at the same place. All young women living outside of the dormitory and all boarding houses are under the supervision of the Dean of Women.

EXPENSES

Library and Incidental Fee-----	\$8.00
*Laboratory Fees, about-----	3.00
Text Books, about-----	8.00
Board in Dormitory for Women, a month-----	15.00
Board in Town, a month-----	\$20.00 to 25.00
Piano Lessons (two a week), a term-----	11.00
Piano Rent (for practice), a month-----	.50

Students from other states will be required to pay for tuition at the rate of three dollars a month.

*For Drawing, Science, Home Economics and Manual Training only.

SCHOOL TERMS

The regular session of the school is divided into three terms of approximately three months each, and the work is so arranged that students unable to enter at the beginning of the session may be admitted later without serious inconvenience.

The summer term extends over a period of eight weeks, June 7 to July 30, inclusive. It is designed to serve three classes of students; those who wish to review the common school subjects preparatory to county examinations; those who are or have been students in regular attendance at the State Normal School and wish to earn credits counting towards graduation; teachers who cannot attend during the regular session but wish to earn credits toward graduation in a series of summer sessions.

A regulation of the board of trustees requires that a minimum of one year's work be done in residence before a diploma is issued in the State Normal School. There are many teachers in the State who would be able to complete the course in this minimum of time by submitting their grades from other schools, but cannot afford to leave their work for one year. Such teachers may, by attending three summer terms, comply with these conditions and obtain a diploma.

ENTRANCE REQUIREMENTS

Under the law establishing the State Normal School, students who attend must be at least sixteen years of age, in good health, and of good moral character. They must have completed the state common school course of study and be ready for high school work. The president of the school is authorized to pass upon the qualifications of applicants for admission, yet the teachers may, upon finding that the students are not qualified for the work they purpose undertaking, report the same to the president, and students who are found thus incapable will be requested to withdraw from the school, provided there are no lower classes to which they can be assigned. *Those who receive appointments must obligate themselves to teach in the State at least two years after graduation.*

Persons applying for admission to the State School must present appointments from their county examiners or county superintendents. Under the law, each county is allowed one student in the Normal School for every twenty white teachers in the county. Special appointments may be made by the county examiners or county superintendents in addition to these, provided all counties have not taken up their quota. Those receiving appointments are requested to notify the president of the same, as places are held open for only ten days after the beginning of school, any vacancies then existing being taken up by special appointees from other counties whose full number has already been enrolled.

ADVANCED STANDING

The full course of study at the State Normal School represents six years of work above the common schools. A graduate of a good four-years' high school may expect to complete this course in two years. In every case recognition will be given to work done in the high school on the basis of credits given to the school by the State High School Inspector, if the student presents a copy of his record from such school and shows himself prepared for the subsequent courses

of the Normal School, by maintaining his standing in the more advanced classes in the same subject.

Students who have pursued work elsewhere above a four year's high school course may receive the Licentiate's Diploma in less than two years, if the character of their work warrants it and they can meet the requirements. In no case will a diploma be granted for less than one full year spent in resident study at the State Normal School, in which not less than thirty-six hours of work are done.

Students should bring a statement of work done in other schools. Failure to do so may result in a student's having to do work for which he might otherwise receive credit. It will save much time and avoid errors in classification.

COURSES OF STUDY

The following courses are offered at the State Normal School:

The Rural Teachers' Course—This course covers two years of work in which the equivalent of nine high school units of credit are earned. It leads to the Rural Teachers' Certificate.

A Home Economics Course—This course is designed to meet the requirements of a state law. It leads to a statewide certificate permitting the holder to teach Home Economics anywhere in the state for three years and is renewable.

The Licentiate's Diploma (L. I.) Course—This course is the equivalent of two years of college work, and represents six years' work above the eighth grade. For graduation the candidate must offer sixteen (16) high school units (which may have been completed in any standard accredited high school, or in the Normal School) plus ninety hours of professional and advanced Normal School courses.

The Licentiate's Diploma may be taken without specialization or in *Primary Education, Rural Education, Elementary Education*, by those expecting to teach or supervise in graded or common schools, or it may be taken in *English, Latin, History, Mathematics, Biological Science, Physical Science, Agriculture, Home Economics or Manual Training*

by those preparing to teach in high schools. A certain minimum of credit is required in a number of subjects for all L. I. diplomas, which will be found enumerated in connection with the high school requirements on page 15.

COURSE NUMBERS

All review subjects are numbered with the letter A, B, C, etc.

All high school courses bear the numbers from 11 to 199, the first two years of which range from 11 to 99, and the work of the last two years, from 100 to 199.

All Normal School work of college grade is numbered from 200 to 299.

All three-term courses have 3, 6, or 9 as the figure in tens place. Two-term courses have 2, 4, or 8 in ten place. All one-term courses have 0, 1, 5, or 7 in tens place.

CREDITS

For all subjects of high school grade credits are given in units. A unit is the credit given in high school for a subject reciting 40 minutes daily for 36 weeks. All such work taken at the State Normal School is credited in the same manner.

All work of college grade done at the Normal School is credited in hours. An hour is the credit allowed for a subject reciting one 50 minutes period a week for a twelve weeks term. Ten hours are equivalent to one unit.

RURAL TEACHERS' COURSE

ENGLISH:	<i>Unit</i>
Grammar.....	.3
Oral English.....	.3
Juvenile Literature.....	.3
Spelling.....	.2
Elementary Rhetoric.....	.9

EDUCATION :

Psychology and Method-----	.3
Management-----	.3
Six Special Methods-----	.9
Teaching-----	.4

HISTORY: History 13-----	.3
History 15-----	.3

SCIENCE: General Science-----	.9
Geography-----	.3
Physiology-----	.3

AGRICULTURE :

Rural Economics-----	.3
Spring Gardening-----	.3
Home Economics (girls)-----	}
or	
Manual Training (boys)-----	.6

MATHEMATICS :

Arithmetic-----	.3
Algebra-----	.9
Drawing-----	.4
Penmanship-----	.2
Music-----	.4

COURSE IN HOME ECONOMICS

SEWING:		<i>Units</i>
61	Principles-----	}----- .9
62	Principles-----	
63	Principles-----	
151	Dress Making-----	.3
251	Textiles-----	.3
255	Problems in Grades-----	.3
2	Terms Teaching-----	.2 -----2.0
COOKING:		
31	Principles-----	}----- .6
32	Principles-----	
33	Principles-----	
212	Home Nursing-----	.3
214	Nutrition and Diet-----	.2
222	Home Cooking-----	}----- .4
223	Home Cooking-----	
255	Methods-----	.2
2	Terms Teaching-----	.2 -----1.9
DRAWING:		
11	Penmanship-----	.2
21	P. S. Grades I-VIII-----	}----- .4
22	P. S. Grades I-VIII-----	
121	Applied Design-----	.2 ----- .8
AGRICULTURE:		
52	Rural Economics-----	.3
215	Gardening-----	.3 ----- .6
ENGLISH:		
11	Spelling-----	.2
31	Composition—Rhet.-----	}----- .9
32	Composition—Rhet.-----	
33	Composition—Rhet.-----	
57	Theme Writing-----	.3
87	American Literature-----	}----- .6
88	American Literature-----	
131	English Literature-----	}----- .9 -----2.9
132	English Literature-----	
133	English Literature-----	

SCIENCE :	11	Physiology -----	.3		
	11	Geography-----	.3		
	31	General Science-----	}	.9	
	32	General Science-----			
	33	General Science-----			
	241	Household Chemistry-----	}	.8 -----2.3	
242	Household Chemistry-----				
HISTORY :	13	Community Civics-----	.3		
	121	U. S. History-----	}	.3	
	122	U. S. History-----			
			.3	.9	
MATHEMATICS :					
	111	Bookkeeping-----	.3		
	51	Oral Arithmetic-----	.3	.6	
EDUCATION :		Teaching-----	.4		
	{	121	Elementary Psychology-----	}	.3
		122	Elementary Management-----		
				.3	.6
		or			
	{	221	Educational Psychology-----	}	.8 ----- .8
222		Educational Psychology-----			
	151	Rural Sanitation-----	.3	1.5	
Total-----				13.5	

LICENTIATE'S DIPLOMA

(L. I.) COURSE

Requirements For Graduation

For graduates of standard, accredited high schools, the candidate must offer 16 units of high school work, plus ninety (90) hours of advanced work of Normal School grade. Each candidate's high school work is passed on by comparing the transcript of the student's record with the report of the high school inspector for the school in which the work was done. The combined high school and Normal School curricula of every candidate must include the following subjects. Any subjects in this list which were not included in the high school course should be taken at the Normal School as early as possible.

ENGLISH :		Units
	Elementary Rhetoric.....	1.2
	American Literature.....	.6
	English Literature.....	.9
	Grammar (high school).....	.3
MATHEMATICS :		
	Arithmetic.....	.3
	Algebra (high school).....	.9
	Geometry.....	.8
SCIENCE :		
	General Science.....	.9
	Physiology and Hygiene.....	.3
	Biology, Botany or Zoology.....	.8
HISTORY :		
	European History .8 or	
	European Background (15).....	.3
	American History.....	.6
	History (11).....	.3
	American Government.....	.3
	Community Civics.....	.3

AGRICULTURE :

Rural Economics-----	.3
Spring Gardening-----	.3
Home Economics (for girls)-----	1.2
Manual Training (for boys)-----	.9
Drawing-----	.6
Music-----	.4
Geography-----	.3
Spelling-----	.2
Penmanship-----	.2

NOTE—All students are required to have .9 units in Agriculture, but all boys are required to have 1.2 units.

The ninety hours of Normal School subjects must include the following:

Advanced Rhetoric-----	9 hours
Gardening-----	3 hours

(Except for those who have completed Rural Teachers' Course).

EDUCATION :

Educational Psychology-----	8 hours
Supervision and Management-----	3 hours
Teaching and Special Methods-----	21 hours
Observation and Plans-----	3 hours

COURSES BY CORRESPONDENCE

The State Normal School offers the following courses by correspondence, each course being given by the instructor who teaches the subject in the School.

AGRICULTURE:

52 Rural Economics----- 3 hrs. credit

LATIN: 255 Latin Methods----- 3 hrs. credit

HISTORY: 13 Community Civics----- 3 hrs. credit

15 Foundations of American
History----- 3 hrs. credit

DRAWING: 21 Public School Drawing----- 2 hrs. credit

22 Public School Drawing----- 2 hrs. credit

122 Handwork ----- 2 hrs. credit

EDUCATION:

132 Elementary Method----- 3 hrs. credit

133 Elementary Management----- 3 hrs. credit

251 History of Education----- 3 hrs. credit

SCIENCE: 11-B High School Geography----- 3 hrs. credit

11-A High School Physiology----- 3 hrs. credit

255 Teaching of Science in High
School----- 4 hrs. credit

HOME ECONOMICS:

61 Principles of Sewing----- 3 hrs. credit

212 Home Nursing----- 3 hrs. credit

MATHEMATICS:

21 Elementary Algebra----- 3 hrs. credit

121 Plane Geometry----- 4 hrs. credit

ENGLISH: 31 Elementary Rhetoric----- 3 hrs. credit

57 Theme Writing----- 3 hrs. credit

255 Methods in Teaching
Literature----- I 1-2 hrs credit

TERMS: The fee is two dollars for each credit hour allotted to the course. For instance, the fee for a two hour credit course is four dollars and for a four hour course eight dollars.

The student will be required to buy his own text and reference books, and stationery, except envelopes, and pay the postage both ways.

DEPARTMENTS OF INSTRUCTION

AGRICULTURE

MR. HOLLOWAY

From its inception, it has been the aim of those in charge of the Department of Agriculture at the State Normal School to make the work of such nature as to be of greatest value to the rural teacher. It is on the teaching of this subject, and the gaining of a thorough knowledge of the various scientific methods and principles that the greatest emphasis is placed. However, the knowledge gained is of practical value for the farmer himself.

The Normal School Farm

In connection with the school there is a farm of 50 acres under the supervision of the department. On the farm all of the vegetables, pork, and dairy products together with a large part of the fruit and poultry used at the dormitory are produced. Besides products used in the dormitory, legume hay, corn, etc., are produced in considerable quantities.

A large number of the animals in the dairy and hog divisions are registered. It is the intention of the authorities to replace shortly all grade animals with pure bred registered stock.

The farm, with its live stock, and complete equipment of tools furnishes opportunity to the agricultural students for observation of nearly all farming practices.

The Normal School farm is self supporting, the value of the products being considerably in excess of all costs.

The Laboratory

The laboratory is well equipped for work in soil physics, seed testing, preparation of spray materials, seed testing, etc. The live stock and equipment on the farm furnishes abundant material for laboratory work in all courses.

Courses

In outlining the courses offered by the department, those courses deemed most valuable to the rural teacher and to the teacher in state aided and other high schools are offered. It is possible to do four years work of three terms each in the Normal School. Each course is a unit in itself, hence the courses may be taken in any order.

Agriculture 51. General Agriculture—Credit, three-tenths unit.

This course deals in a general and rapid manner with such topics as soils, field crops, seed selection, live stock, etc. It may be used as a preparation for teachers' examinations. Required in the Rural Teachers' Course of those students who have not established credit in high school agriculture. Offered in fall term. Text: Waters' "Essentials of Agriculture."

Agriculture 52. Rural Economics—Credit, three-tenths unit.

The course in Rural Economics is divided into two parts, as follows:

A—Study of the various rural institutions, viz: the school, church, farmers' organizations, and the home. The school is taken as a starting point, from which, by means of co-operation with the various institutions, redirection may be brought about so that all institutions fulfil the obligations expected of them. No text. Notes furnished by the instructor.

B—Rural Economics in this part of the course is a study made of the general history of agriculture, particular emphasis being placed on the expansion of Agriculture in the United States. The more important problems of farm management are briefly discussed. Text: Carvers' "Principles of Rural Economics." Offered in Fall and Winter Terms. Required of all students.

Agriculture 151. Farm Mechanics—Credit, three-tenths unit.

The work in this course deals with the selection, care and use of the modern implements of the farm and the various

labor saving devices of the household. Grain drills, ensilage cutters, plows, engines, spray rigs, electric wiring, rope splicing and pumps are a few of the subjects dealt with. The work is practical as well as theoretical. Offered in Fall term.

Agriculture 153. Farm Management—Credit, three-tenths unit.

In this course the farm is analyzed from a business standpoint. The various factors influencing the cost of farm products are thoroughly discussed with a view of determining the profit or loss resulting from their utilization or sale. Text furnished by the school. Offered in Winter term.

Agriculture 155. Horticulture—Credit, three-tenths unit.

Instruction in the various methods of plant propagation, in setting out the orchard, pruning, spraying and harvesting is given in this course. The points given apply with equal force to the commercial orchard and to the home orchard. The Normal orchard furnishes abundant material for laboratory work, which is supplemented by equipment suitable for the study of various spray mixtures. Text: Sears' "Productive Orchardng." Offered in Spring term.

Agriculture 171.—Animal Husbandry—Credit, three-tenths unit.

In this course emphasis is laid on the matter of selection of breeding animals. Production value as compared to the cost is also brought before the student in a forceful manner. A thorough study is made of those types of livestock which are best fitted to our southern agriculture. Laboratory work consists of work in balanced rations, testing of dairy products, inspection trips over Normal farm and neighboring farms. Text furnished by the school. Offered in Fall term.

Agriculture 172. Dairying—Credit, three-tenths unit.

Feeds, balanced rations for the dairy cow, breeding for production, various methods of separation of cream, pastuerization of dairy products, butter making, etc., are a few of the topics emphasized in this course. Offered in the Winter term.

Agriculture 173. Poultry Husbandry—Credit, three-tenths unit.

Following a brief study of the various types and breeds of poultry, the course consists of practical work in incubation, brooding, feeding, poultry house planning, and treatment of poultry diseases. Offered in Spring term.

Agriculture 211. Field Crops—Credit, three hours'.

This course deals with systems of rotation, seed selection, seed testing, and propagation, culture and harvest of those crops which are most important in the State. Text supplied by school. Offered in Fall term.

Agriculture 213. Soils and Fertilizers—Credit, three hours'.

In this course such subjects as soil-building, the use of commercial and farm manures, liming, terracing, drainage and the physical properties of soils are emphasized. Text supplied by school. Offered in Winter term.

Agriculture 215. Vegetable Gardening and Home Project Work—Credit, three hours

The work in this course is planned to give the student directions for the propagation, cultivation and disposition of garden produce. The organization of the home project plan with particular emphasis on the home garden is stressed. In the course of the work each student is required to cultivate a small plot of ground in various vegetables. Offered in Spring term. Required of all students in the school.

Agriculture 217. Agriculture Chemistry.

See in Department of Science, course 217.

MR. CORDREY.

Agriculture 273. Method in Agriculture—Credit, two hours.

DRAWING

Drawing 21. Public School Drawing—Credit, two-tenths unit.

Fall term; four hours a week. Fee for materials, 50 cents. Required. Paper cutting, drawing in water color, pencil and crayon. Illustration for primary grades. Elementary design. Hue, value and intensity of color. Simple construction, stick printing. Pictures appropriate for first three grades. Lettering.

MISS BERNARD.

Drawing 22. Public School Drawing—Credit, two-tenths unit.

Winter term, four hours a week. Fee for materials, 50 cents. Required. Object drawing in brush, pencil and crayon, simple compositions in landscape and still life. Color, design, stenciling. Primary handwork, weaving, construction and coping saw work. Posters in paper cutting and color. Booklets and note books. Lettering.

MISS BERNARD.

Drawing 155. Methods in Drawing—Credit, two-tenths unit.

Spring term, four hours a week. Fee for materials 25 cents. Required.

MISS BERNARD.

Drawing 121. Applied Design and Advanced Handwork—Credit, two tenths unit. Prerequisites, Drawing 21 and 22.

Fall term. Fee for materials, 50 cents. Elective. Principles of design, application of original designs to projects of Domestic Art department by stenciling, block printing, embroidery, etc. Study of color in relation to design.

MISS BERNARD AND MISS BOURNE.

Drawing 122. Intermediate and Advanced Handwork—Credit, two-tenths unit.

Winter term. Fee for materials, 50 cents. Elective. Making of blotters, calendars, boxes and other projects suitable for work in the grades. Evolution of the book, folders,

booklets, port-folios and books sewed and bound by hand. Stenciling and block printing on paper applied to end papers, book covers, etc.

MISS BERNARD.

Drawing 131. Drawing and Painting—Credit, two-tenths unit.

Fall term. Fee for materials, 50 cents. Elective. Charcoal and water color, pencil sketching; work from plant forms, flowers and still life; study of proportions of face and figure; composition, perspective.

MISS BERNARD.

Drawing 132. Drawing and Painting—Credit, two-tenths unit.

Winter term. Fee for materials, 50 cents. Elective. Continuation of Drawing 131.

MISS BERNARD.

Drawing 133. Drawing and Painting—Credit, two-tenths unit.

Spring term. Fee for materials, 50 cents. Elective. Continuation of Drawing 132.

MISS BERNARD.

Drawing 151. History of Art and Picture Study—Credit, two-tenths unit.

Spring term. Fee for materials, 50 cents. Elective. Brief lectures on the History of Art with required readings. Picture study for the grades.

MISS BERNARD.

EDUCATION

MR. HARRIN, MR. DENNEY, MISS SMITH, AND MISS DULIN

The courses of this department are planned to aid in giving to the coming teachers of our State the intelligence, inclination, and ability to bring together properly, through careful method, the child and the things which are to touch, modify and mold his life. The culmination of this is found in the Training School, description of which may be found on a previous page. This work under the head of the department is in direct charge of Miss Smith and Miss Dulin.

Education 121. Elementary Education—Credit, three-tenths unit.

The teacher is introduced to child life; to a many sided individual who must be known to be trained. As far as possible the work is made experimental. Special attention is given to the work of the teacher as she confronts the class in actual work. Such topics as underlying principles, ends in teaching, assignments, teaching processes, art of questioning, oral presentation, teacher's preparation, lesson planning, pupil's work, are discussed and application to specific problems made. Basic text, Colgrove, "The Teacher and the School." Wide acquaintance with the easy literature of pedagogy is invited. Required of rural course students. Offered fall term and repeated on demand.

MR. HARRIN.

Education 122. Elementary Management—Credit-three-tenths unit.

This course aims to follow up the lines of Course 121, but giving emphasis to the work not coming regularly within the recitation. This includes qualifications of teachers, preparation before the first day of school, what to do on the first day, punishments, incentives, programs, standards of conduct, conditions of easy control, ventilation, heating, influence of play, playground apparatus, formation of character. The

Reading Circle Book is the basis though not the only required work. Required of Rural Course students. Given Spring and Summer terms, and on demand repeated.

MR. HARRIN OR MR. DENNEY.

Education 151. Rural Sanitation—Credit, three-tenths unit.

While our cities are having their much-needed "clean-up" campaigns, a similar need is found in the rural regions, though often needing different application. This course is designed to impress the rural teacher with the opportunity she has to carry the gospel of better health and living conditions to the rural region. This finds first expression in the school and from there leads out into the community. Elective. Given when sufficient demand. Required in Home Economics Course.

MR. DENNEY.

Education 152. Community Activity—Credit, three-tenths unit.

This course is a companion to Course 151, and emphasizes plans and methods for organizing, first the school and then the community, for more active living in those possible, though unrealized and undeveloped, splendid rural conditions. Particularly in our consolidated rural schools is there found wonderful opportunity. Our Rural Course graduates here get a training for this feature of their work, where they meet not only the school need but the larger community need. Elective. Given when demanded.

MR. DENNEY.

Education 155. Special Methods and Reviews—Credit, fifteen-hundredths unit for each subject, given twice per week each.

Classes will be organized during the year, as demand warrants, in method work peculiar to the primary grades and in method and reviews of more advanced work. Six courses required in Rural Course. These stand as preliminary to teaching the same in the Training School, and should be planned for before offering for teaching. Courses as follows:

- 155a, Method in Primary Number, one term.
- 155b, Method in Arithmetic, one term.
- 155c, Method in Primary Reading, one term.
- 155d, Method in Reading (general), one term.
- 155e, Method in Language, one term.
- 155f, Method in Grammar (adv. lan.), one term.
- 155g, Method in Geography, one term.
- 155h, Method in History, one term, (see Hist. II).
- 155i, Method in Story-telling, one term.
- 155k, Method in Play, one term.

(At times two of above may be combined, or three given in two terms. Special announcement will cover such cases.)

MR. HARRIN.

Education 221. Educational Psychology—Credit, four hours.

This course includes a study of the nervous system, its structure, functions, and significance as a basis, followed by a study of mental phenomena directly usable and interesting to the teacher, such as: sensation, perception, memory, imagination, emotion, will, etc. The general purpose of the course is to impress the teacher with the fact that the child is the product of the forces that have touched his life; that he stands amenable to her school influence, and to lay the foundation for the courses in method. Required of students in Home Economics Course and Licentiate's Diploma Course. Given every term. Text: Colvin & Bagley "Human Behavior."

MR. DENNEY.

Education 222. Educational Psychology—Credit, four hours.

This course continues the direction of Course 221, considering such topics as: aims in education, the function of the school, apperception, interest and the will, experience carried into habit, into judgment, final intrinsic values, development of ideals, the media of instruction, methods to be used, desired results. Bagley's "Educative Process" or similar text. Course 221 a prerequisite. Required in Licentiate's Diploma Course.

MR. DENNEY.

Education 251. History of Education—Credit, three hours.

This course is a study of tendencies, reforms, new move-

ments; designed to give the student a better understanding and appreciation of the present educational conditions and ideas. Little attention is given to oriental and medieval conditions. Emphasis is placed rather on those unmistakable influences that have changed and molded modern thought and practice. The work of Herbart, Rousseau, Pestalozzi, Froebel, Mann, Spencer, Harris receive attention. Our present position is carefully noted.

MR. DENNEY.

Education 252. School Management and Administration—
Credit, three hours.

This course deals with the problems of organizing, opening and conducting a school, particularly touching those problems peculiar to our smaller towns and villages. The relation of the principal to his work as also of the regular teacher to the organization receives attention. The teacher is impressed with the importance of the school work as seen from other angles than that of the mere conduct of a recitation. Required in Licentiate's Diploma Course. Offered regularly Winter and Spring terms, others on demand.

MR. DENNEY.

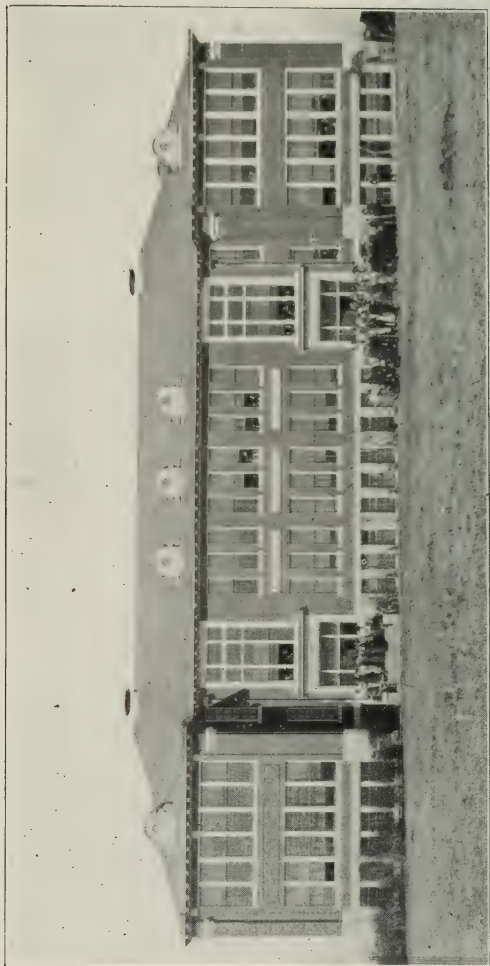
Education 255. Special Methods and Reviews—Credit, One
and one-half hours for each subject, given twice per week.

For description of course see Edu. 155. At times Licentiate's Degree students will take these courses with other course students. When possible, however, division of students will be made in order that the work may be somewhat more varied to meet different needs. Eight courses regularly required.

For specialization in any department, students may, with consent of the department concerned and the department of education, substitute certain method courses in those departments for a part of the special courses mentioned in Course 155. For descriptions see different department courses.

MR. HARRIN.

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MAIN BUILDING

Education 257. Observation, Lesson Planning, Special Teaching and Conference—Credit, three hours.

This is intended as a transition course from Educational Psychology to the work of teaching in the Training School. Observation of actual teaching will be required and this later discussed. Lesson plans in line with assignment heard will be made out, considered and criticised. Occasionally the student will take a regular or special class and test his plans. Licentiate's Degree students will observe in the Training School, and in nearby public schools where possible. (Rural Certificate students will use the Training School, public schools, and our affiliated rural schools.) Required of Licentiate's Degree students as a prerequisite to Teaching 259.

MR. HARRIN

Education 259. Practice Teaching in Training School—Credit, ten hours.

Required of all Licentiate's Diploma Course students, for rounding out teaching ability, the goal of all Normal School work. One-half day for one term of twelve weeks or the equivalent required. (Those teaching in the High School Department count by subjects equivalent to above). Course 257 is a special prerequisite. So far as possible Courses 255 should precede. Based on the previous preparation effort is made to give the teaching experience of this term where the student teacher is weakest and in grade and subject best fitted to the need.

MR. HARRIN, MISS SMITH, MISS DULIN.

Education 159. Practice Teaching in Training School or Affiliated Rural Schools—Credit, three or four hours.

Required of Rural and Home Economics Course students. Rural Course students will occupy a part of their time in special observation and lesson planning, in addition to experience in conduct of a room or teaching of classes. Individual needs will be studied and met. Courses of Edu. 155 should precede. Home Economics students should have taken certain prescribed departmental courses. (See Home Economics 256C and 256S for added teaching work).

MR. HARRIN, MISS SMITH, MISS DULIN.

Education 271. Cadet Teaching—Credit, one and one-half hours, (usually).

Occasionally opportunity is given for extra activities:—preliminary teaching work, usually the conduct of a single class needing extra attention; coaching of needy pupils; assistant work in other departments. Taken under special arrangement. Credit according to time required, usually as above.

MR. HARRIN.

Education 272. Child Psychology—Credit, three hours.

An elective course for those prepared through educational psychology. The child is seen from a genetic point of view. Individual differences are noted. The Binet Test is applied. The necessity of knowing the child is thoroughly impressed. The curriculum comes to be seen in a new light and child life takes on a new meaning.

MR. DENNEY.

Education 273. Psychology of Adolescence—Credit, three hours.

Here we get a study of the child in the later period of his development. Given once a year and whenever opportunity and demand may dictate after natural prerequisites completed.

MR. DENNEY.

Education 275. Educational Standards and Measurements—Credit, three hours.

Teachers are led to see the results of teaching, not as teacher and pupil think those results are, but as standards determined by scientific measurements in the different subjects show them to be. The different kinds of measuring tests are examined and evaluated. The teacher enters on her work ready to determine whether or not the school in which she works is measuring up to the standard to which it should. "Test, not guess", becomes the watchword. Open, after conference, to those with sufficient psychological foundation.

MR. DENNEY.

Education 277. High School Administration—Credit, three hours.

Origin and history of the High School, correlation with

the grades, courses of study, student life, self-government, requirements, electives, courses of study, relation to college methods of instruction receive attention. Offered when demand warrants

MR. DENNEY.

Education 278. Principles of Education—Credit, three hours.

A more extended inquiry into the psychological and social conditions governing a few of the leading educational questions of the day are given notice. Intended only for those who wish to get a deeper insight into the forces that have made and are now making courses of study and shaping the curriculum of our schools. To be offered when sufficient demand.

MR. HARRIN.

ENGLISH

MR. MEADORS, MISS WALDRAN, MISS FERGUSON

English A-B. English Grammar—No credit.

This course is offered to meet the needs of those who have not had a sufficient grade course in this subject, and to furnish opportunity for review to those seeking to prepare for teachers' examination. Two terms, five periods a week.

MISS FERGUSON.

English 11. Advanced Grammar—Credit, three-tenths unit.

The purpose of this course is to test the student's knowledge of the subject in general, and to give him a more thorough grasp of it as a foundation for teaching it. Any student claiming credit in high school grammar will be given ample opportunity to establish that grade by taking sufficient tests. One term, five periods a week. MR. MEADORS.

English 13. Oral English—Credit, three-tenths unit.

This course is offered especially for those taking the Rural Teachers' Course, but any one found defective in oral speech in any of the forms that show themselves in ordinary conversation, may be required to take this course. No one may elect this course without the consent of the head of the department.

MR. MEADORS.

English 15. Juvenile Literature—Credit, three-tenths unit.

This course is designed to prepare Normal School students to teach the simple poems and stories that the children of the lower grades should know and love. Its purpose is to open a way to the study of literature by developing the meaning of the works selected, and by teaching effective methods of presentation. Library lists for the first five grades will be made; and story-telling will be an important feature of the course.

MISS WALDRAN.

NOTE—Courses 11, 13 and 15 are required in Rural Teachers' Course, and may be substituted for courses 231, 232, 233 by

those taking the Licentiate's Diploma (L. I.) Course, who elect to teach in the primary grades. This election must be made by consent of the head of the English Department.

English 31, 32, 33. Composition and Rhetoric—Credit, nine-tenths unit.

It is the purpose of this course to give the student a working knowledge of the principles of rhetoric. A minimum of theory with a maximum of practice. Language habit through daily exercises in oral and written composition. The sentence and the paragraph are stressed. Occasional longer compositions. Three terms, four hours a week.

MISS WALDRAN AND MISS FERGUSON.

English 57. Theme Writing—Credit, three-tenths unit.

Ease and facility in the expression of thought is sought in this course. It aids the instructor, also, to test those students who claim to have had the equivalent to courses 31, 32, 33. Any deficiency in grammar and elementary composition must be met before going further. One term, four hours a week.

MISS WALDRAN AND MISS FERGUSON.

English 87, 88. American Literature—Credit, six-tenths unit.

A consideration of the social and the intellectual forces in American life and history as they have found expression in our representative literature. Helleck's American Literature will be used as a basis for discussion, and special attention will be given to New England and Southern authors. A number of classics will be carefully studied in class and much outside reading will be required. Two terms, four hours a week.

MISS WALDRAN AND MISS FERGUSON.

English 131, 132, 133. English Literature—Credit, nine-tenths unit.

A study of the history of the periods, and the biography and the choicest selections from the representative men of letters from Chaucer to Tennyson. The first term will include a study from Chaucer to Shakespeare; the second term, from Milton to Johnson; the third term, from Wordsworth through

Tennyson. Much reading, in and out of the class, will be required to acquaint the student with the characteristics of both the writer and the period. "College Entrance Requirements" or the equivalent will be met in this course. Three terms, four periods a week.

MR. MEADORS AND MISS WALDRAN.

English 231, 232, 233. Advanced Rhetoric—Credit, nine hours.

Abundant practice in planning, outlining and writing themes in the four forms of discourse, with stress on exposition and argumentation. As a basis for this work, a prose reading course is carried on. Models are studied in class. Though the higher qualities of style are sought, they are subordinated to those of clearness and force. One day each week is given to oral composition. Three terms, four periods a week.

MR. MEADORS.

English 155. Methods in English—Credit, one and one-half-tenths unit.

This course is designed to furnish helpful suggestions and materials in language and grammar for the grades above the fourth. Method and matter are presented together as far as possible. The relation of English to the other branches and how to make them contribute to the teaching of English, are discussed in class. One term, two periods a week.

MR. MEADORS.

English 251. English Prose—Credit, three hours.

The opportunity for the reading of the best English prose is afforded by this course. Stevenson, Macaulay, Lamb, De-Quincey, Thackeray, Burke, Carlyle will be studied in class. Assignments for outside reading for reports. Theme work based on the reading. One term, three periods a week.

MISS WALDRAN.

English 253. American Prose—Credit, three hours.

This course offers a variety of American prose for study. The essay, narrative and descriptive (Irving); the essay,

meditative and philosophical (Emerson); the short story (Poe and Hawthorne); the oration (Webster and Lincoln). One term, three periods a week.

MISS WALDRAN.

English 257. The English Drama—Credit, three hours.

The rise and the decline of the drama, its technique. Early miracle and morality plays assigned for outside reading. As wide a reading of Shakespeare as time will admit. One term, three periods a week.

MR. MEADORS.

English 271. Nineteenth Century Prose and Poetry—Credit, three hours.

A study of English literature from Wordsworth to Kipling, including Coleridge, Byron, Carlyle, Macaulay, Browning and Tennyson, and a few of the lesser writers to the present time. This is an elective, cultural course intended to lead the student to an appreciation of some of the world's best literature in the form of story, novel, essay, lyric and narrative poetry. Stress upon oral reading and class discussion. Enough work will be assigned for outside reading and composition to give the student active participation worthy of the credit assigned to it. The course is for those electing English as a major, and is open to others by consent of the department. One term, three periods a week.

MISS WALDRAN.

English 275. Present-Day Prose and Poetry—Credit, three hours.

The aim of this course will be to acquaint the student with what is best in the more recent fiction and poetry. Special emphasis upon representative American writers and their tendencies. Typical short stories and novels will be read in connection with Phelps' "The Advance of the English Novel." In the study of poetry, Hutchinson's *High Tide*, *Songs of Joy and Vision* from the *Present-Day Poets*, Braithwaith's *Anthology* will be used. One term, three periods.

MISS FERGUSON.

English 277. The Teaching of Literature—Credit, three hours.

A brief survey of the different types of literature will be made, and as much illustrative reading will be covered in class as time permits. Principles for the selection of appropriate classics for reading and study in the upper grades and in the high school will be considered carefully. Efforts will be made to develop in the prospective teacher a broader appreciation of literature as he gains knowledge of its theme and technique. Every student who contemplates majoring in English is expected to take this course. Open to any one who has had the equivalent of a high school course in literature. One term, three periods a week.

MISS WALDRAN.

English 291. Method in High School English—Credit, three hours.

This course is required of all who elect to teach English in the high school, open to others who may be ready for it. The scope of the work is that of structural English (language, grammar, and composition). Lesson plans; outlines and notes for book reports. Discussion in class and reports on outside reading. The history of the teaching of grammar and composition. One term, three periods a week.

MR. MEADORS.

NOTE—Students who elect 18 hours in English, including courses 277 and 291, may, upon the recommendation of the department, be declared fitted to teach English in high school.

HISTORY

MR. MCBRIEN, MR. SHORT

Course A, B, 13, and 114 will be helpful to students who intend to take the county examinations.

Courses 11, 13, 14, 15, 121, and 122 are required in the Licentiates' Course.

Courses 13, 121, and 122 are required in the Home Economics Course.

Courses 13 and 15 are required in the Rural Teachers' Course.

History A. Review of United States History—No credit.

This is a two term course covering briefly the whole field of United States history from earliest time to the present. It includes such topics as discovery, exploration, colonization, revolution, commerce, industries, national expansion, and the entrance of the United States into the World War. Text: Bourne and Benton.

MR. MCBRIEN AND MR. SHORT.

History B. Arkansas History—No credit.

The relation of Arkansas to national expansion, immigration, Indian movements, growth of industries, social development, and governmental changes are considered along with growth of the state in the development of its resources, educational system, and its future possibilities and opportunities.

MR. SHORT.

History 11. American History and Grade Method in History—Credit, three-tenths unit.

This course is intended to correlate the historical subject matter required in the grades with the methods of teaching it. Consequently a good general knowledge of the field of American History is a prerequisite to satisfactory work in this course. Students who show that they do not have this general knowledge will be required to drop back into Courses

A and B before going on with this work. One half of the credit here given or fifteen-hundredths units is considered as satisfying the requirements of one of the required methods in the Department of Education. Required of all students in the L. I. Course.

MR. MCBRIEN.

History 13. Community Civics—Credit, three-tenths unit.

The aim of this course is to acquaint the student with the simple duty of the citizen, and his relation to his government. The idea of the community will include the locality, the state, and the nation; but the emphasis will be placed on the local community.

MR. SHORT.

History 15. Foundations of American History—Credit, three-tenths unit.

The object of this course is to give the students who have had no European history a background for the study of American History. It deals with conditions on the continent and in England which led to expansion beyond the seas; and the movements in Europe which have most influenced our national development. Required in the Rural Teachers' Course and in the L. I. Course. Students in the Rural Teachers' Course who show that they are not sufficiently familiar with the field of American History to carry this subject satisfactorily will be required to drop back into Courses A and B. This course will serve the same purpose in the Rural Teachers' Course in determining a student's preparation in history that Course II does in the L. I. Course.

MR. SHORT.

History 17. Greek History—Credit, three-tenths unit.

This course is prefaced by a brief survey of the contributions of the Oriental nations to world civilization. In Greek history emphasis will be placed on the character of the people, the geographical influences on Greek character, institutional life, the achievements in art, literature and science, and the spread of Greek culture by Alexander's conquests. Texts: West's Ancient World and Davis' Readings in Ancient History, Volume I (Greece and the East).

MR. MCBRIEN.

History 18. Roman History—Credit, three-tenths unit.

Little time will be given to regal Rome. The geography of Italy contrasted with that of Greece, and its influence on Roman history will be noted. Other topics are: The struggle of the Plebeians, territorial expansion, colonial policy, the decline of the republic and the establishment of the empire, the beginning of Christianity and the barbarian invasions. Texts: West's Ancient World and Davis' Readings in Ancient History, Volume II, (Rome and the West).

MR. MCBRIEN.

History 114. Civil Government—Credit, three-tenths unit.

This course should follow History 13. Here will be considered more in detail the principles and machinery of our government; the working of our county, state, and national government in the legislative, the executive, and the judicial branches. Considerable attention will be paid to the workings of rural and municipal government, especially to the more recent tendencies of the latter.

MR. MCBRIEN AND MR. SHORT.

History 121. United States History to 1815—Credit, three-tenths unit.

This course includes a study of European conditions favoring the settlement of America, the colonial period and the separation of the colonies from the mother country, and the securing of economic independence through the War of 1812. Emphasis is placed on the experiments of the states in forming a union and the nature of the government finally established. Required in the L. I. and Home Economics Courses.

MR. SHORT.

History 122. The United States from 1815 to the present—Credit, three-tenths unit.

This course continues History 121. The work of the term covers such topics as the rise of parties, the spread of democracy, the extension of territory, the slavery controversy, Civil War and Reconstruction, and national development since 1876. Library work with references to standard authors

and current magazines is a part of both courses. Required in the L. I. and Home Economics Courses.

MR. SHORT.

History 125. Western Europe 476-1648—Credit, four-tenths unit.

This course begins with the Germanic invasions. A few of the studies are: The Rise of the Papacy, Charlemagne's Empire, Feudalism, development of England and France, conflict between church and empire, crusades, medieval culture, movement for reform, the Protestant and the Counter Reformation, the religious wars and the beginning of modern Europe. The course closes with the Peace of Westphalia. Text: Robinson's Medieval and Modern Times.

MR. SHORT.

History 126. Western Europe, since 1648—Credit, four-tenths unit.

This is a continuation of 125. Constitutional development and territorial expansion of England, absolutism in France, the rise of Russia and Prussia, the French Revolution and the work of Napoleon, the unification of Germany and of Italy, the industrial changes in the Nineteenth Century, the political changes of 1870, and the recent Great War are some of the topics studied. Text: As above. Considerable reference work.

MR. SHORT.

History 141. England to 1600—Credit, four-tenths unit.

The work of the first term covers the period from earliest time to the close of the Tudor rule. It includes a study of the racial development of the English people, the development of their institutions and the effect of the geography of the island on their manners and customs, founding of English national unity and the evolution of the English nation, the political questions of the period and international complications. Text: Cheyney's Short History of England and Supplement to the same; also, Cheyney's Readings in English History.

MR. MCBRIEN.

History 142. England since 1600—Credit, four-tenths unit.

This course includes a study of the expansion of England since 1600; also the internal political, religious, social and economic conditions of the period. The relation of the United States and other powers to England will be noted, and the transition from the English Kingdom to the British Empire will be traced. Text: As in History 141.

MR. MCBRIEN.

History 151. Industrial History—Credit, three-tenths unit.

Social and economic conditions in earlier Europe as compared with later Europe and America will be noted. "Manufactories" of the old era will be contrasted with modern factory systems. The industrial revolution in Europe will be studied in relation to modern industrial conditions. The relation existing between industry and the governmental and social situations of the present day will be stressed.

MR. MCBRIEN.

History 253. American Government—Credit, three hours.

This course deals with the working conditions of local and state and national government in the United States. Such present day problems as the liquor traffic, law enforcement, poverty, unemployment, labor, business combinations, educational systems, etc., are studied and attention is called to the methods used by the government in dealing with them, and also the responsibility of the individual citizen in connection thereto.

MR. MCBRIEN.

History 155. Grade Method—Credit, fifteen-hundredths unit.

See History 11, which course will be so arranged that it will be possible for those who want grade methods to get that work without taking the review work in subject matter.

MR. MCBRIEN.

History 255. The Teaching of History—Credit, three hours.

This is a study of the aims and methods of history, with reference to the relation of the grammar grades to the

high school. Some of the topics dealt with are organization of material, use of bibliographies, the relation of history to other subjects, text books, and the handling of source materials. This course is designed especially for those who desire to teach history in the high school.

MR. MCBRIEN.

History 231. The American Nation, 1763 to 1824—Credit three hours.

This course presupposes a working knowledge of the field of European History and American Colonial History. Courses 125 and 126, or Course 15, or Courses 121 and 122, or equivalents are therefore prerequisite to this course. A brief summary of the conditions of colonial times will be followed by a study of Revolutionary times, an analytical study of the critical period of the Confederation and a study of the formation and development of the Federal system under the Constitution, down to the time of Jackson and the beginning of the more acute stage of the agitation over States' Rights and Nationalistic theories. Text: Johnson, Union and Democracy.

MR. MCBRIEN.

History 232. The American Nation, 1824-1865—Credit, three hours.

A continuation of History 231, dealing with the period of expansion and conflict and including the collapse of the Southern Confederacy, the "middle period" of American History. Text: Dodd, Expansion and Conflict.

MR. MCBRIEN.

History 233. The American Nation, 1865 to the Present—Credit, three hours.

A continuation of the two preceding courses. Here the modern field of U. S. History is studied, especial attention being given to the social, economic, industrial, and political tendencies of recent years. Text: Paxson, The New Nation.

MR. MCBRIEN.

History 237, 238, 239. History of Modern Europe—Credit,
three hours each term.

A three term study of modern European history from the beginning of the French Revolution to the present, considering especially the growth of the ideas of nationality, constitutionality and equality before the law. The latter part of the work will be treated largely in the light of its industrial features and the resulting socialistic tendencies. The relation of these tendencies to the more recent developments of the Bolsheviki movements will be then considered. Texts: Robinson and Beard's *Development of Modern Europe*, Volumes I and II, and Robinson and Beard's *Readings*.

MR. SHORT.

History 257. The World War—Credit, three hours.

A study of the underlying causes of the recent Great War will be followed by a resume of the war itself. The problems of peace will be given especial attention. Considerable library work will be required. Students expecting to take this course are advised to bring with them all the illustrative material which they may have gathered from papers and magazines during the period of this, the greatest event of recent times.

MR. MCBRIEN.

HOME ECONOMICS

MISS BOURNE, MISS MCGREGOR

Home Economics 51. Sewing for Rural Schools—Credit, three-tenths unit.

Four hours per week. Laboratory fee 25 cents.

This course is designed to meet the needs of all persons desiring to take Rural Teachers' course. It includes the beginning principles of hand and machine sewing, drafting and use of commercial patterns and methods of teaching. These principles will be applied on simple practical articles that may be made in any rural school.

MISS BOURNE.

Home Economics 61. Principles of Sewing—Credit, three tenths unit.

Five hours per week. Fall term. Laboratory fee 25 cents.

This course gives a general knowledge of garment making by hand and machine, with special attention given to methods. Topics: Commercial patterns, their interpretation, use and alteration; Principles of pattern drafting; Sewing machines; Seams and finishes for wash materials. Practical application; a handmade corset cover and a kimona nightgown.

MISS BOURNE.

Home Economics 62. Principles of Sewing—Credit, three tenths unit.

Five hours per week. Winter term. Laboratory fee 25 cents.

Prerequisites—Home Economics 61.

A continuation of Home Economics 61. Practical application; combination undergarment and petticoat.

MISS BOURNE.

Home Economics 63. Principles of Sewing—Credit, three-tenths unit.

Five hours per week. Spring term. Laboratory fee 25 cents.

Prerequisites—Home Economics 61 and 62.

This course is a continuation of Home Economics 61 and 62. It includes the elementary principles of garment construction. Practical application; middy blouse and wash dress.

MISS BOURNE.

Home Economics 151. Principles of Dressmaking—Credit three hours.

Five hours per week. Spring term. Laboratory fee 25 cents.

Prerequisites—Home Economics 61, 62, and 63.

This is a course in home dressmaking designed to meet the needs of high school teachers. Topics: Free pattern cutting, adaptation of commercial patterns. Practical application; white wash skirt, wash waist and a thin dress.

MISS BOURNE.

Home Economics 251. Textiles—Credit, three hours.

Four hours per week. Fall quarter. Laboratory fee 50 cents.

This course gives a survey of textile materials used for clothing and household purposes. Topics: Fibers, development of the textile industry; fabrics, their use and cost; tests of fibers and adulteration; cleaning and dyeing, and laundering of different textiles. Text book: Textiles, Woolman and McGowan.

MISS BOURNE.

Home Economics 255. Problems in Sewing for the Grades—Credit, three hours.

Five hours per week. Winter quarter. Laboratory fee 25 cents.

Prerequisites—Home Economics 61 and 62 or their equivalent.

This course consists of planning definite courses in sewing for elementary grades and high school. Representative problems in each grade are worked out with special reference to methods and to the cost, utility and practicability of the articles and garments.

MISS BOURNE.

Home Economics 261-262-263. Millinery and Advanced Dressmaking—Credit, three hours per term.

Four hours per week. Fall, winter and spring quarters. Laboratory fee 50 cents per term.

Prerequisites—Home Economics 61, 62, 63, 151 and 251.

This is a course in home millinery and advanced home dressmaking. The millinery is offered in connection with the dressmaking in order to work with both summer and winter materials. Topics: Making and covering frames; trimming of simple hats; renovating and remodeling; free pattern cutting; advanced pattern drafting; planning girl's wardrobe; making of a wool dress and a silk one.

MISS BOURNE.

Home Economics 271. Applied Design and Advanced Handwork—Credit, one hour.

Two hours per week. Fall quarter. Laboratory fee 25 cents.

Prerequisites—Home Economics 61, 62, 63 and Drawing 121 or taken in connection with Drawing 121.

This course is correlated with the Industrial Art department. Designs in stenciling, block printing, cross stitch, embroidery, darning, etc., will be worked out in the Art department and applied in the sewing department.

MISS BOURNE.

Home Economics 275. House Planning, Decoration and Furnishing—Credit, three hours.

Four hours per week. Winter quarter. Laboratory fee 25 cents.

This is a non-technical course in which the problems connected with the planning, decoration and furnishing of the home are considered. Topics, development of shelter, building sites; types of houses; types of floor plans; arrangement of rooms; lighting; wall and floor coverings; color in relation to house furnishings; furniture. Trips are made to the shops to examine furniture and rugs.

MISS BOURNE AND MISS BERNARD.

Home Economics 2563. Practical teaching in Sewing—
Credit, one hour.

One hour per week. Winter and spring quarters.

This course gives the student an opportunity for actual teaching of Home Economics. Each student specializing in Home Economics will be required to demonstrate her ability to teach elementary courses in this subject.

MISS BOURNE.

Home Economics. Cooking in Rural Schools, 15—One term. Two double periods and one single period a week. Credit, three-tenths unit.

Discussion of special rural school problems such as equipment, presentation of subject matter, correlation with other subjects, the school lunch, etc. Laboratory work done under average rural school conditions and suited to the needs of the rural school pupil.

MISS MCGREGOR.

Home Economics 31-32-33. Principles of Cookery—Three terms, two double periods a week. Credit, two-tenths unit per term.

This course consists of (1) a study of the production, manufacture and composition of typical foods, their classification according to the food principles contained therein, and the study of the relation of these to the needs of the body; (2) a study of the fundamental scientific principles underlying the cookery processes and their application in the cooking of typical foods; (3) a study of the principles involved in the cleaning and caring for the various sorts of utensils and materials found in the kitchen.

MISS MCGREGOR.

Home Economics 211. Hygiene—One term. Two recitation periods a week. Credit, two hours.

This course includes a consideration of the fundamental principles governing the human body, the prevention of disease, and the improvement of health by hygienic means; the relation of right living to health and personal character.

MISS MCGREGOR.

Home Economics 212. Home Nursing—One term. Three recitation periods a week. Credit, three hours.

This course deals with the home care of the sick and first aid work.

MISS MCGREGOR.

Home Economics 213. House Sanitation—One term, two single periods a week. Credit, two hours.

A study of the house—its site, construction, and arrangement, its furnishings and equipment, the problems of ventilation, heating, lighting, and plumbing—in relation to man's requirements for cleanliness and health.

MISS MCGREGOR.

Home Economics 214. Household Management—One term, two single periods a week. Credit, two hours.

This course includes consideration of the division of the income, the choice, furnishing and care of a home, the planning of work, etc., in order to accomplish maximum results with minimum expenditure of the housewife's resources—money, time, and muscular and nervous energy.

MISS MCGREGOR.

Home Economics 214. Nutrition and Dietetics—One term, two recitations per week. Credit, two hours.

In this course the food needs of the different members of the typical family group—men, women, infants and children—are discussed, as well as special diets for the sick and convalescent.

MISS MCGREGOR.

Home Economics 222-223. Home Cookery—Two terms, one recitation and one double period per week. Credit, two hours. Prerequisites H. E. 31-32-33, Principles of Cooking and H. E. 214, Nutrition and Diet.

This course is intended for students who are preparing to teach Home Economics and for those who desire training for the home. It includes the planning, preparation, and serving of meals with special emphasis on food requirements.

MISS MCGREGOR.

Home Economics 255C. Methods in Teaching Home Economics—One term, two recitations per week. Credit, two hours.

Special attention is given to the function of Home Economics teaching, the subject matter and method of presentation, the choice and arrangement of equipment and the installation of the work.

MISS MCGREGOR.

Home Economics 256C. Practice Teaching in Cooking—Two terms, one period a week. Credit, one hour.

Each candidate for the Home Economics Certificate will be required to demonstrate her ability to teach elementary courses in this subject before her certificate is granted.

MISS MCGREGOR.

Home Economics 253. Demonstration Cooking—One term two single periods a week. Credit, two hours.

This is a preparatory course for teachers or demonstration agents to give practice in talking to a class or an audience while working with the hands. It should develop poise and self-confidence in the student.

MISS MCGREGOR.

Physical Training. Three terms, two periods per week. One tenth credit per term.

This course includes regular calisthenic exercises, marching, folk dancing, and singing games. It is both corrective and recreational in character.

MISS MCGREGOR.

LATIN

MR. CUBAGE

Latin 31. Beginners' Latin—One term. Credit, three-tenths unit.

First thirty lessons D'Ooge's Latin for beginners. Careful drill on pronunciation, forms and vocabularies. First term. Four hours per week. Text: D'Ooge.

MR. CUBAGE.

Latin 32. Beginners' Latin—One term. Credit, three-tenths unit.

Continuation of 31. From lesson thirty-one to thirty-six. Special attention to adjectives, irregular verbs, and other forms. Second term. Four hours per week. Text: D'Ooge.

MR. CUBAGE.

Latin 33. Beginners' Latin—One term. Credit, three-tenths unit.

Continuation of 32. Study of moods. Exercises in translating English into Latin. Selected Latin Reading. Careful study of all forms and constructions found in these extracts. Third term. Four hours per week. Text: D'Ooge.

MR. CUBAGE.

Latin 131. Caesar—One term. Credit, three-tenths unit.

Book II. Review pronunciation and Latin forms. Study of uses of cases, moods, indirect discourse, etc. Text: Allen and Greenough. Daily work in Latin Grammar. First term. Text: Allen & Greenough.

MR. CUBAGE.

Latin 132. Caesar—One term. Credit, three-tenths unit.

Book I. Continuation of reading, much attention given of uses of cases, moods, indirect discourse, etc. Text: Allen & Greenough.

MR. CUBAGE.

Latin 133. Caesar—One term. Credit, three-tenths unit.

Books III and IV. Continuation of 132. Composition

continued, Construction stressed. Much sight reading. Third term. Text: Allen & Greenough.

MR. CUBAGE.

Latin 161. Cicero—One term. Credit, three-tenths unit.

First Oration against Catiline. A hasty review of forms. Much attention to construction, with special attention to the cases. Daily work in Latin Grammar. First term. Text: Allen & Greenough.

MR. CUBAGE.

Latin 162. Cicero—One term. Credit, three-tenths unit.

Continuation of 161. Second and Third Oration against Catiline. Grammar and construction work, with special attention to mood. Composition. Second term: Text: Allen & Greenough. One credit.

MR. CUBAGE.

Latin 163. Cicero—One term. Credit, three-tenths unit.

Continuation of 162. Fourth Oration against Catiline; the Poet Archias; review principles of syntax. Composition continued. Much sight reading. Third term. Allen & Greenough.

MR. CUBAGE.

Latin 231. Virgil—One term. Credit, three hours.

Book I. Forms and constructions studied. Attention to quality, rhythm, and versification. Attention to Mythology. Text: Greenough and Kittredge. First term. Three hours per week.

MR. CUBAGE.

Latin 232. Virgil—One term. Credit, three hours.

Book II. Continuation of 232. Careful reading. Scansion. Mythology. Second term. Three hours per week. Text: Greenough & Kittredge.

MR. CUBAGE.

Latin 233. Virgil—One term. Credit, three hours.

Books III and V. Continuation of 232. Much sight reading. Mythology continued. Papers prepared on assigned topics. Third term. Three hours per week.

MR. CUBAGE.

Latin 255. Methods in Latin—One term. Credit, three hours.

This course embodies a review of courses 31-32-33, together with a study of methods of teaching those courses. This course has been organized because of the realization of the facts that most of the troubles arising in the study and teaching of Latin may be traced to lack of thoroughness in the first year's work. Required of all senior Latin students who seek credit in Latin. Three hours per week for one term. Given the first and second terms, if not fewer than five students apply.

MR. CUBAGE.

Latin 256. Mythology—One term. Credit, three hours.

This course is given for the purpose of encouraging a greater appreciation of history, literature and art, and of studying the influence of Grecian and Roman Mythology on these subjects. Given only when the demand for course 255 is not sufficient to justify the organization of a class. Three hours per week for one term. Text: Guerber.

Parallel reading on related history will be required of all students in each course.

MR. CUBAGE.

Latin 271. Cicero's De Amicitia—One term. Credit, three hours.

A thorough review of forms and constructions. Three hours per week. Study of prose composition.

MR. CUBAGE.

Latin 272. Livy—One term. Credit, three hours.

Covers books I and II. Three hours per week. Composition continued.

MR. CUBAGE.

Latin 273. Horace's Odes and Epodes—One term. Credit, three hours.

MR. CUBAGE.

MANUAL TRAINING

MR. COOLEGE

The courses in Manual Training will emphasize the needs of the rural and the village schools. As this is largely a laboratory course the work will consist principally of shop work, but some outside reading and lectures will be given also.

The student will work out a number of projects involving the elemental problems of wood working and a knowledge of the essential tools.

The reading and lectures will take up the discussion of such problems as: The History of Manual Training and its place in the Public Schools, Tools Used and How to Care for Them, Materials, Where and How to Get Them, How to Equip a Shop, How to Make out a Course of Study and other subjects of interest to a teacher.

Manual Training 31, 32, 33.—Credit, three tenths unit each term.

A year's course in woodwork for beginners.

Manual Training 131, 132, 133.—Credit, three-tenths unit each term.

A year's course in advanced woodwork.

Manual Training 41.—Credit, three-tenths unit.

This is a course in mechanical and working drawings.

Manual Training 42.—Credit, three-tenths unit.

More advanced work, orthographic, projection, and simple machine drawing.

Manual Training 255.—Credit, three hours.

A course in methods of teaching manual training. Pre-requisite, at least one year of manual training.

MATHEMATICS

MR. ESTES, MISS CARAHER

Mathematics A. Arithmetic—No credit.

Fall term, four times a week. Text: Philips & Anderson's Complete Arithmetic. A review course to percentage.

MISS CARAHER.

Mathematics B. Arithmetic—No credit.

Winter term, four times a week. Continuation of A. Text completed.

MISS CARAHER.

Mathematics 11. Oral Arithmetic—Credit, three-tenths unit.

Fall and Spring terms, four times a week. A drill course stressing short cuts in number combinations, designed to develop speed, accuracy and power independent of pencil and paper.

MISS CARAHER.

Mathematics 21, 22, 23. Algebra—Credit, three-tenths unit each term.

The first term of this course is for beginners in algebra. Courses 22 and 23 continue the subject to the completion of high school algebra.

MR. ESTES.

Mathematics 121. Plane Geometry, Books I and II—Credit four-tenths unit.

Fall and spring terms, four times a week. Prerequisite, Mathematics 23 or its equivalent. The usual content course including propositions and exercises.

MR. ESTES.

Mathematics 122. Plane Geometry, Books III, IV and V—Credit, four-tenths unit.

Winter term, four times a week. Continuation of Mathematics 121.

MR. ESTES.

Mathematics 215. Higher Arithmetic—Credit, three hours.

Spring term, three times a week. Prerequisite, Mathematics 23 and 11. Time will be given to increase of arithmetical knowledge, but the emphasis will be on methods of presentation, on causes of inefficiency of both pupil and teacher, on ways of obtaining better results.

MISS CARAHER.

Mathematics 217. Solid Geometry—Credit, three hours.

Three times a week. Prerequisite, Mathematics 121 and 122. As in Plane Geometry, with added emphasis on application to science, to other mathematics and to every day life.

MR. ESTES.

Mathematics 221-222. Plane Trigonometry—Credit, three hours, each term.

Three times a week for two terms. Prerequisite, Mathematics 23 and 122.

MISS CARAHER.

Mathematics 241, 242. Adv. Algebra—Credit, three hours.

Three times a week. Prerequisite, Mathematics 23, 122; Science 141, 142. Generalization and extension of principles introduced in Mathematics 23; development of student's ingenuity and ability to do special work; attention to arrangement for presentation, to the selection of important principles from other subjects and their application to the problem at hand.

MISS CARAHER.

Mathematics 253. Spherical Trigonometry—Credit, three hours.

Three times a week. Prerequisite, Mathematics 217 and 223.

MR. ESTES.

Mathematics 261-262-263. Analytic Geometry—Credit, three hours, each term.

Three times a week. Prerequisite, Mathematics 222 and 241.

MR. ESTES.

Mathematics III. Bookkeeping—Credit, three-tenths unit.

Four times a week. Prerequisite Mathematics II or its

equivalent. An elementary course in bookkeeping sufficient to enable the student to keep a simple set of books such as would meet the needs of a one-man business.

MISS CARAHER.

Elective courses 215 and higher, will be given as and only as demand warrants. Usually those running two terms will be begun in fall and spring, while three termed courses will be begun in fall only. Courses 215, 217 and 242 with their prerequisites will in general be necessary for special recommendation of mathematics as a departmental subject upon a diploma.

PIANO

MISS PYLE

Technique.

Hand-shaping; locating and qualifying motions by one and two-finger exercises; crossings and stretches; double notes, scales and arpeggio forms in all keys and combinations; touches: staccato and legato, hand, wrist and arm movements; octaves; chords, and expression.

Preparatory.

Grade 1. Lambert Beginners' Method; Kohler, op. 151; Bertine, op. 166.

Grade 2. Kohler, op. 50; Streabbog, op. 62; Lambert Course, vol. 1.

Grade 3. Clementi Sonatinas, op. 36; Kunz Canons, op. 14; Streabbog, op. 64.

Advanced.

Scales, broken chords, arpeggio and finger work in 3 and

4 octaves and velocity forms: major and minor parallel and contrary motion.

Grade 4. Bach 2 part Inventions; Mozart and Hayden Sonatas; Czerny, op. 299 and 8 va. Studies; Heller, op. 47; Loeschorn, op. 66. (Liebling ed.).

Grade 5. Bach Inventions, 3 part; Czerny, op. 740, low, 8 va.; Heller, op. 45; Godard, Chaminade and Chopin.

Grade 7. Beethoven Sonatas, op. 27, No. 2, 31, 26; Bach "Clavichord;" Mendelssohn Caprices and Preludes; Chopin Ballads and Impromptus; Schuman, Grieg and Schubert, etc.

New pupils will be examined and graded by this standard, so it is very important they should bring with them all standard study-material of last year's work. Pupils can be assigned to work promptly if this is done. Such work as Bach, Chopin, etc., are used through more than one grade. Equivalents are used according to needs of pupil.

SCIENCE

MR. CORDREY, MISS FRANKEN

Science 31, 32 and 33. General Science—Three-tenths unit credit per term, three terms, total credit nine-tenths unit.

This course includes experiments of an elementary character intended to familiarize the student with a series of natural phenomena and their explanation, to teach him how to devise and manipulate simple apparatus, and to keep an intelligent record of his work in the laboratory. Fundamental topics having a practical bearing on agriculture are emphasized. The content of this course also affords a thorough preparation for all subsequent science work and a practical training for teachers. A large number of the experiments

are performed by the students. The more difficult ones are presented as demonstrations by the instructor. The classes in this subject meet five single periods per week. Required of all students.

MR. CORDREY.

Science A. Review Physiology—One term. No credit.

This is intended for those who have not had at least a good eighth grade course in Physiology. The class regularly meets five times per week. The regular state adopted text will be used. Teachers desiring to prepare for examination for county license may take this course. Students who, because of lack of preparation, are unable to successfully carry the advanced course in High School Physiology, will be placed in this course.

MISS FRANKEN.

Science 11A. High School Physiology—One term. Three-tenths unit credit.

This is a high school course planned for students who have had a good course in Physiology in the grades. It is a regular credit course. A good text of high school grade will be used. The recitations will be supplemented by a number of carefully selected experiments. Required of all students.

MISS FRANKEN.

Science 202. Advanced Physiology and Hygiene—One term. Four-tenths unit credit.

Students who have had a good course in High School Physiology are eligible to this course. The work is planned primarily for teachers. Methods of teaching grade and high school courses in Physiology will be considered. Hygiene, both personal and community, will be emphasized. Such topics as hygiene of the home, school hygiene, and community hygiene will be considered somewhat at length. The relation of the teacher to public health and the part she should play in educating the community up to proper standards of sanitation will be given special attention.

MISS FRANKEN.

Science B. Review Geography—One term. No credit.

This course in Review Geography is meant for students

whose grade work in the subject has been deficient. Teachers desiring to prepare for examination for county license may take this course. The regular state adopted text will be used.

MISS FRANKEN.

Science 11B. High School Geography—One term. Three-tenths unit credit.

This is a course planned for students who have had good training in the subject in the grades. It is a regular credit course. A good text will be used. Much supplementary work will be done. Methods of teaching the subject in the grades will receive considerable attention. Required of all students.

MISS FRANKEN.

Science 155. Nature Study—One term. Three-tenths unit credit.

This course will be planned primarily for those who expect to teach the subject in the grades or rural school. Much emphasis will be placed on learning what should be taught in Nature Study in the grades and how it should be taught.

MR. CORDREY.

Science 121 and 122. Biology—Four-tenths unit per term, two terms, total credit eight-tenths unit.

This is a high school course in Biology which serves to familiarize the student with animal and plant life. Life histories of selected animal types will constitute a large portion of the course. Some time will also be given to the study of the elementary physiology and ecology of the plant. A great deal of laboratory work will be done and the student will be required to keep a notebook covering this work. The economic role of insects, and the relation of parasites and micro-organisms to personal hygiene and public health will receive considerable attention.

MISS FRANKEN.

Science 243 and 244. Advanced Zoology—Two terms. Four hours credit per term, total credit eight hours.

The course includes a survey of the principal classes of animals. Typical specimens of each class will be studied in the laboratory. The following will receive emphasis: the de-

velopment of the race; the relation of animals to disease; the laws of animal breeding; the more important functions of animals; and the relations of animals to modern methods of farming.

MISS FRANKEN.

Science 151. Elementary Botany—One term. Four-tenths unit credit.

This course is equivalent to half year high school course in Botany. The elementary principles of the subject will be taught following the plan of a good high school text book. The object is to familiarize the student with the various plant organs, their variations, ecological modifications, etc. The botany of the crop plants will receive due attention.

MISS FRANKEN.

Science 221 and 222. Plant Morphology—Two terms. Three hours credit for first term and four hours for second. Total credit seven hours.

The course begins with the unicellular forms and includes a survey of the principal orders of the Thallophytes. It aims to develop the principles of plant classification and to give the student an idea of the evolution of the plant kingdom. The second term will continue the work of the first covering Bryophytes, Pteridophytes and Spermatophytes.

MISS FRANKEN.

Science 251. Local Flora—One term. Three hours credit.

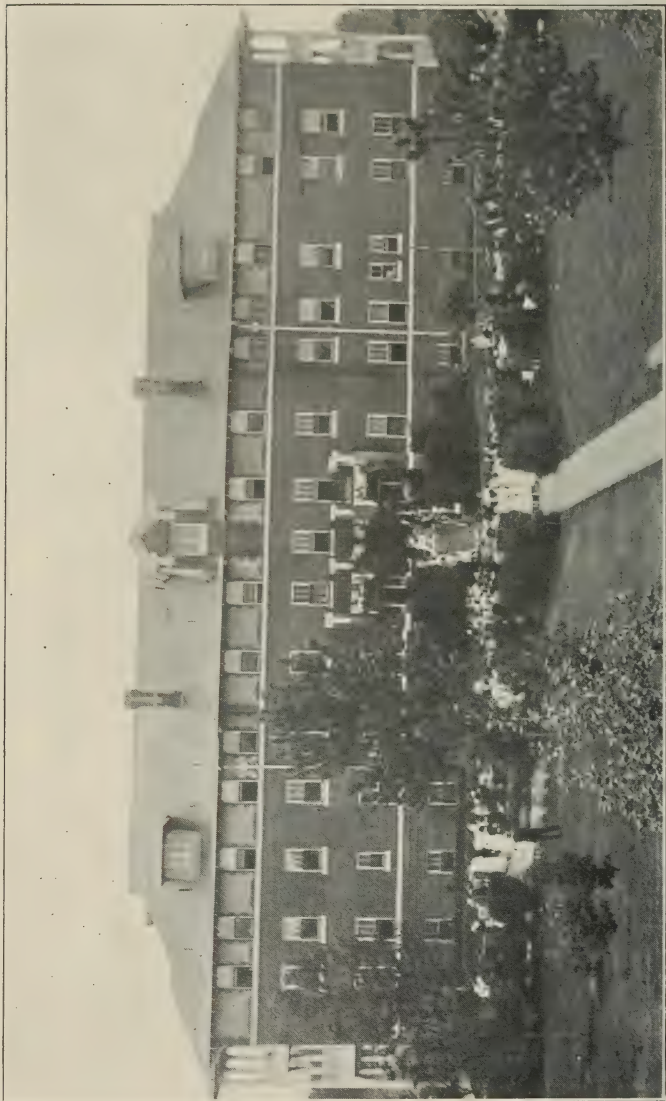
This course will include a study of plant analysis, methods for drying and mounting specimens for herbaria, and the classification of a number of specimens representing the common families of plants. This work will be offered only during the spring and summer terms.

MISS FRANKEN.

Science 257. Household Bacteriology—One term. Four hours credit.

This course is planned for students interested in Home Economics. It is open to any student who has the required amount of preparation. It should be preceded by Household Chemistry although this is not absolutely necessary. The

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DOYNE HALL

course will be an elementary course in Bacteriology in which the study of household bacteria will be especially emphasized.

MR. CORDREY.

Science 141 and 142. High School Physics—Four-tenths unit per term, two terms, total credit eight-tenths unit.

The first half of this course covers an elementary treatise of measurement, mechanics, properties of matter and heat. About twenty-five selected experiments will be performed in the laboratory by each student.

The second half includes electricity, sound and light. About twenty-five experiments will be performed.

MR. CORDREY.

Science 181 and 182. General Chemistry—Four-tenths unit per term, two terms, total credit eight-tenths unit.

This is the equivalent of a good high school course in chemistry. Without special permission from the head of the department, either general science or physics will be considered as prerequisite to this course. An effort will be made to make the subject as practical as possible in order that it may be profitable to the student who will not secure further training in the subject. This purpose is accomplished by a judicious selection of experiments which are at the same time practical and illustrative of the important principles of chemistry.

MR. CORDREY.

Science 211. Organic Chemistry—One term. Four hours credit.

This course is meant to serve as an introduction to the study of organic chemistry. However, it is not merely a lecture course as are so many first courses in this subject. Two double periods per week are devoted to laboratory exercises. A large part of the experimental work is done by the students themselves. The aim is to give the students an appreciative knowledge of the fundamentals of organic chemistry.

MR. CORDREY.

Science 217. Agricultural Chemistry—One term. Four hours credit.

This is a course in elementary agricultural chemistry planned to meet the needs of students desiring to specialize in agriculture. The chemistry of soils, fertilizers, sprays, etc., will be emphasized. General chemistry is a prerequisite to this course.

MR. CORDREY.

Science 231, 232 and 233. Advanced Physics—Three terms. Four hours credit for each term.

These courses are elective and are planned for those who are interested in the subject or desire to teach physics in the high school. These courses will be given when there is sufficient demand for them. They may be given in any order. As a prerequisite to any one of these courses, the student must have completed the equivalent of a high school course in physics. The ground covered in each course is indicated below :

231—Mechanics and Properties of Matter.

232—Heat, Light and Sound.

233—Electricity and Magnetism.

MR. CORDREY.

Science 241 and 242. Household Chemistry—Two terms. Four hours credit each term, total credit eight hours.

The organization and presentation of the material in this course will be adapted to the needs of students specializing in home economics. However, it will prove very profitable to any one interested in the chemistry of the home. The chemistry of foods and nutrition will be emphasized and a great deal of work will be done in testing foods for coloring matter, adulterants and preservatives. The elements of textile chemistry will be given. The best methods for removing spots and stains from cloth will be taught.

MR. CORDREY.

Science 255. Teaching of Science—One term. Four hours credit.

This course is planned for those specializing in science and desiring to teach it in the high school. The subjects

treated will be: Organization of the high school science courses, methods in class room, methods in laboratory, selection of texts and the planning and equipping of the laboratories. The equipment and maintenance of the laboratory receives considerable attention. Before registering for this course the student should consult the head of the department.

MR. CORDREY.

VOCAL MUSIC AND READING

Music 21. Sight Singing—Credit, two-tenths unit. Fall term, four times a week.

This is the beginning course in music, and is composed of ear training, eye training, rhythmic problems and simple part singing.

Music 22. Advanced Sight Singing—Winter term, four times a week. Credit, two-tenths unit.

A continuation of Music 21 with more difficult music.

Music 155. Methods in Music—Spring term, twice a week. Credit, two-tenths unit. Prerequisites: Music 21-22 or their equivalent.

A study of the child-voice from physiological and aesthetic points of view. Music for the first six grades of public school is used and methods of presentation and drill are given in detail.

Music 121. History of Music—Fall term, twice a week. Credit, two-tenths unit.

An outline of the development of music from primitive times to the 17th century, including music of the Chinese, Hindus, Greeks and Romans; of the Early Christian church;

of the Troubadours and Minnesingers; the beginnings of instrumental music and the rise of the dramatic style of music.

Music 122. History of Music—Winter term, twice a week.
Credit, two-tenths unit.

A continuation of Music 121 with special emphasis on the Classic Masters, the Romantic School, the Hyper-Romanticists and Modern Music. The different epochs will be illustrated by victrola and piano.

Music 171. Form and Analysis—Spring term, twice a week,
Credit, two-tenths unit.

This course treats of Sacred Forms as, the Hymn, Motet, Passion Music, Choral Psalmody, Recitative, Aria and Cavatina; Secular Forms, as Chanson, Ballad, Madrigal, Glees and National Song; and of Instrumental Forms as Toccata Prelude, Fugue, Concerto; Cyclical Forms as the Sonata and Symphony. Dance music both ancient and modern will be considered.

Music 131, 132, 133. Chorus—Fall, winter and spring terms.
Credit, two-tenths unit per term. Twice a week.

For all who can sing. Practice in part-singing in simple chorus suitable for use in chapel and school entertainments.

Music 221. Harmony—Credit, two hours. Fall term, twice a week. Prerequisites, Music 21-22.

This is a course in elementary Harmony which will include scales, keys and intervals; a close study of triads and their inversions, and an introduction to the chord of the Dominant Seventh.

Music 222. Harmony—Credit, two hours. Winter term, twice a week.

A continuation of Music 221. Secondary chords of the Seventh, Diminished Seventh, Augmented Sixth, Altered Chords etc., will be thoroughly taught.

Music 251. Elementary Counterpoint—Spring term, twice a week. Credit, two hours.

The single melodic line, stepwise progressions, leaps, ryth-

mic diversity, modulations etc., will be considered. Opportunity will be given for practice in writing simple melodies in contrapuntal style.

Reading 51. Credit, three-tenths unit. Fall and spring terms. four times a week.

A drill course in reading for those who need practice in getting thought from the printed page. Drill in enunciation and pronunciation, breath control and expression is given.

LIST OF GRADUATES

CLASS OF 1908-1909

Nova Blackwell	Daniel W. Emerson
Anna Davidson	D. K. Hubbard
Edgar Holiman	Bessie Lair
Mary Kittrell	Comora Reed
Roberta Matmuller	Sidney Wells
John R. Brooke	

CLASS OF 1909-1910

Bertie Adams	Martin Downing
Velma Cook	Lizzie Elsberry
Birdie Dunlap	George Floyd
Ezra Ferguson	Hattie Gibbons
Ola Ford	Online Hawkins
Annie M. Godwin	Dove Harton
Rosalie Hammond	Edith Lamar
Sallie Hildreth	Nell Hutchins
Walter Isrig	Charles Moore
Anna McKamey	Wadie Pettigrew
Roša E. Moore	Mina Renfroe
Ray Powell	Lucia Starnes
Lizzie Shetley	Vesta Thompson
Viola Stone	Mary Wilson
Ida Bragg	

CLASS OF 1910-1911

Aubrey Adney	C. C. Blair
Willie Bryan	Judd Bullington
Bettie Clay Cason	Ruth Correy
W. J. Clark	G. O. Dalton
C. C. Hunnicutt	Pearl Haller
Hazel Howard	W. J. Jameson
Ethyl Julian	Inez McConnell

Fletcher McElhannon
Lena Moore
Chester A. Short
Addie B. Whitley

Elgin Milton
Nettie Kate Rachels
Frank Steed
Helen Wozencraft

CLASS OF 1911-1912

Evelyn Baird
Portia Byrd
Mattie Carlton
Mollie Davis
Audrey Goode
Maggie Goodwin
Grace Greer
Icie Major
J. W. Melton
Ila McCarley
Florence Owens
Willie Thraikill
Jessie Wheat
Pattie Brannon

Monroe Campbell
Zada Lee Craig
Lena Gadd
Floy Goodwin
Julius Gray
Olive Haskew
Willie Mashburn
Isaac F. Morris
Perry Nelson
Gilbert Y. Short
Allen Webb
Claud Wilkerson
Ekron L. Gray

CLASS OF 1912-1913

Clair Blair
James H. Davis
Irving M. Greer
Ida May Hogan
Myrtle Lewelling
Douglass B. Keith
Lillie Lee Jones
Ima Pendergrass
Bessie Randelman
Floy Stewart
Willie Smith
Chlora Wheat
Mary Alabama Wilson
Ruth Cazort
Irving Ball

Ambrose J. Dew
Orpha Gideon
Clara Vivien Hudson
Leona Maddox
Anna McCain
Pearl Dee Jones
Irene Rice
Sarah Hattie Ross
Maud Steed
Minnie Elizabeth Warren
Ruby Lee Wilson
Myrtle Thompson
Burl Short
Edith Wise

CLASS OF 1913-1914

W. W. Bishop	Jaspar Calaway
G. S. Butler	Vera Dean
Sam Clark	May Good
W. A. Ellis	Eunice Jones
Minnie Jones	Emma Jones
Henry F. Dial	Lucile Polk
Lod Goza	Stella Prothro
Ella Goza	C. M. Reaves
Orville Halbrook	Willie Scott
Virginia Hatcher	Ella M. Sloan
Gladdie Harding	Nellie Thorburn
Lee Etta Jackson	Kate Wathern
Virginia Jackson	Elmer Wray

CLASS OF 1915-1916

Lola Brewer	Ethel Martin
Carrie Brewer	Ruth McCarroll
Bernard Bruce	Mattie Melton
Chester Bryant	Hubert Minton
W. M. Brown	Elbert Moore
Esther Cotham	W. H. Morden
Hugh Clark	Edward Houston Nelson
Clyde Davis	Gladys Nunn
Henry F. Dial	Lucile Polk
Lod Goza	Stella Prothro
Ella Goza	C. M. Reaves
Orville Halbrook	Willie Scott
Virginia Hatcher	Ella M. Sloan
Gladdie Harding	Nellie Thorburn
Lee Etta Jackson	Kate Wathern
Virginia Jackson	Elmer Wray

CLASS OF 1916-1917

Fay Blair	Nora Brown
Jewel Coventon	Mary Bonar
T. A. DuLaney	Virgie Childress
L. E. Dowd	Earl Copeland

Clifford Fry
Edna Hoffstattar
Virgaline Harter
Laynie Harrod
Lucile McCarroll
Fred McCollum
Sam Moore
Lela Newton
Marian Plunkett
Rose Patty
Calvin Tompkins
Emmett Vaughan
C. H. Vinson
Ruth Wheeler
Vesta Wyatt
Nora Wise
Grace West
Maude Wozencraft
J. T. Boyce

Joe Day
Freelin Hames
Clara Harvey
Sylla Harvey
Beulah Hames
Will Hull
Sirena Hill
Bessie Hite
Ollie Lowrey
Jessie Moore
Floy Matthews
Margie Nelson
Will Parks
Alta Scott
Yulu Salters
Ethel Slater
G. C. Sullivan
Orion Wray

CLASS OF 1917-1918

Bernis Alsobrook
Daisy Bell
Iola Brown
Attie Joe Bush
Lillian Bryant
Mattie Brown
Lina Boyce
Pearl Cox
Tennie Cheek
Ben Carmichal
Ludie Carmichal
Janie Deaton
Berta Daugherty
Lila Elliott
J. A. Foreman
Everetta Fuller
Margaret Gerhardt

Helen Hanner
Ellen Jennings
Luke Jackman
Donnie Marsh
Florence Moore
Robbie Maddox
Blanche Nichols
Manila Pendergrass
John G. Moore
Rush Rhodes
Vesta Sanders
Elmer Turner
Forney Thompson
Percey E. Vines
Bess Warren
Lillian Wahl
Ruth Hamilton

CLASS OF 1918-1919

Ora Allen	Stephens
Lellan Aiken	Conway
Louise Barton	Jonesboro
Pearl Bolin	Conway
Wilma Bullion	Conway
Mildred Cruce	Monticello
Carrie Clark	Conway
Elizabeth Daugherty	Roe
Dykes Griffin	Leslie
Erma Gray	Conway
Juliette House	Texarkana
Mildred Hale	Prescott
Mary Hamilton	Fordyce
Iva Heagerty	Bentonville
Ira Halbrook	Conway
Virginia Knight	Pine Grove
Willie Ladd	Portland
Edith Moseley	Conway
Mattie Frank Milton	Ozark
Louise McIlroy	Ozark
Lela Nichols	Blaine
Puth Porter	Pottsville
Oscar Richardson	Cord
Mrs. A. R. Suggs	Belleville
Irene Thompson	Conway
Virginia Weaver	Charlotte
Beulah Wingfield	Emerson
Frances Wahl	Scranton

SUMMARY

Summer Enrollment 1918-----	251
Regular Session Enrollment 1918-19-----	301
Total Enrollment 1918-19-----	552
Counted Twice-----	31
Net Enrollment 1918-19-----	521

This total does not include one hundred children enrolled in the Practice School.

ENROLLMENT FOR 1918-1919—*Regular Session*

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Acre, Blanche	Republican	Faulkner
Anderson, Garnett	Bald Knob	White
Anderson, Atherton E.	Conway	Faulkner
Adcock, T. W.	Ozark	Franklin
Anderson, Mary Eola	Searcy	White
Abbott, Geo. B.	Conway	Faulkner
Adrian, Permelia	Mt. View	Stone
Akin, Lellen	Conway	Faulkner
Allen, Ora	Stephens	Ouachita
Allison, Eugene H.	Conway	Faulkner
Anderson, Byron	Conway	Faulkner
Arbaugh, Hallie	Chismville	Logan
Atkinson, Alma	Solgohachia	Conway
Ault, Mary Louise	Pinnacle	Pulaski
Burns, Annie Rhea	Morrilton	Conway
Burnham, Chester	Blaine	Logan
Blythe, Chas. R.	Greenbrier	Faulkner
Bardwell, Clara H.	Amity	Clark
Bottomley, Thelma	Levy	Pulaski
Burgess, Bertha	England	Lonoke
Berry, William	Conway	Faulkner
Birkhead, McKinley	Blaine	Logan
Butch, Irma	Ozark	Franklin

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Bull, Lillie	Aplin	Perry
Bledsoe, Wanda	Mulberry	Crawford
Brown, Nora	Deberrie	Perry
Bailey, Allene	Blevins	Hempstead
Baldwin, Jno. L.	Jacksonville	Pulaski
Bales, Loma	Mena	Polk
Bailey, Mrs. Tessie	McRae	White
Bohn, Joe	Fauke	Miller
Baird, Lula	Morrilton	Conway
Bollen, Walter A.	Friendship	Hot Springs
Barton, Louise	Jonesboro	Craighead
Bonds, Nan	Dover	Pope
Bonner, Madge	Vendervoort	Polk
Bourns, W. M.	DeQueen	Sevier
Bourns, Mrs. Mary	DeQueen	Sevier
Bolin, Pearle B.	Conway	Faulkner
Breashares, Hazel	Plainview	Yell
Brennan, Edward A.	Conway	Faulkner
Brooks, Ruth	Prescott	Nevada
Brothers, Lena	Jacksonville	Pulaski
Bullion, Wilma	Conway	Faulkner
Barham, Ada	Ratcliff	Logan
Buzbee, Mildred	Delaware	Logan
Bolin, Fleta	Conway	Faulkner
Bullock, Vivian	Dardenelle	Yell
Ball, Fred	Balch	Jackson
Cherry, Marian	Cabot	Lonoke
Collier, Helen	Conway	Faulkner
Conover, Lillian	Conway	Faulkner
Cottrell, Lydle	Shirley	Van Buren
Crawford, Med	Benton	Saline
Cowley, Bessie	Waveland	Yell
Casper, Winnie	Lynn	Lawrence
Cantrell, Olive	Conway	Faulkner
Caple, Lessie	Alexander	Saline
Casey, Nellie	Boxley	Newton
Cruce, Mildred	Monticello	Drew
Clemons, Maude	Leslie	Searcy

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Chastain, Ira	Delaware	Logan
Cook, Annie	Poplar Grove	Phillips
Clarke, Carrie	Conway	Faulkner
Carter, Mary	Marvell	Phillips
Cleveland, Effie	Conway	Faulkner
Crawley, Charlie	Mt. Top	Franklin
Courtney, Mabel	Conway	Faulkner
Crump, Odell	Republican	Faulkner
Cowley, Willie	Waveland	Yell
Dial, Bela	Leola	Grant
Dial, Tessa	Leola	Grant
Dunbar, Maeron	Dandanelle	Yell
Dunn, Florence	Vilonia	Faulkner
Dukes, Enid	Swifton	Jackson
Dunbar, Louise	Dardanelle	Yell
Dunaway, Louis	Conway	Faulkner
Dunaway, Allen	Conway	Faulkner
Daugherty, Lizzie	Roe	Monroe
Dill, Homer	Piggott	Clay
Deer, Lucile	Leola	Grant
Donnell, Sam	Conway	Faulkner
Denton, Lucy	Montrose	Ashley
Dean, Guy	Subiaco	Logan
Dean, Council	Conway	Faulkner
Davis, Elma	Buckner	Lafayette
Ellis, Alma L.	Leachville	Mississippi
Evitts, J. Leslye	Mansfield	Sebastian
Else, Margaret Brown	Junction City	Union
Edgman, Lewis	Greenbrier	Faulkner
Faucett, Bessie	Fordyce	Dallas
Faith, Thos. J.	Beebe	White
Faith, Mrs. Fannie	Beebe	White
Freeman, Joe	Conway	Faulkner
Frazier, Belle	Washington	Hempstead
Franklin, Betty	Dover	Pope
Foreman, J. A.	Rosebud	White
Fiddler, Maymie	Conway	Faulkner
Fulmer, Harmon	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Gullett, Vida	Atkins	Pope
Gilman, Annie	Texarkana	Miller
Griffin, Mable	Cypert	Phillips
Gore, Berta	Tuckerman	Jackson
Gray, Erma	Conway	Faulkner
Gregory, Alberta	Conway	Faulkner
Greenwood, Madie	Hickory Ridge	Cross
Gray, Vena	Conway	Faulkner
Gordon, Sadie Alice	Morrilton	Conway
Griffin, L. Dykes	Leslie	Searcy
Gardner, Mattie Mae	Conway	Faulkner
George, Leslie L.	Conway	Faulkner
George, Floyd	Conway	Faulkner
Gardner, Tennie	Lambert	Hot Springs
Hudgens, Willie B.	Portland	Ashley
Halbrook, I. E.	Conway	Faulkner
Hairston, Emma Claire	Conway	Faulkner
Humphrey, Maggie	Scranton	Logan
Hamilton, Mary	Fordyce	Dallas
Henry, Mae	Conway	Faulkner
Higgs, Ruth	Lewisville	Lafayette
Hill, Lurline	Conway	Faulkner
Herbert, Stella	Watalula	Franklin
Holmes, Dula	Conway	Faulkner
Houser, Jerry G.	Paris	Logan
House, Juliette	Texarkana	Miller
Hunter, Audie	Casa	Perry
Heagerty, Iva	Bentonville	Benton
Hall, Lena	Jacksonville	Pulaski
Hall, Lucile	Conway	Faulkner
Halter, Augusta	Conway	Faulkner
Halter, Ernest	Conway	Faulkner
Harris, Irene	Lockesburg	Sevier
Harkey, Ora M.	Casa	Perry
Henderson, Mary Alma	Conway	Faulkner
Hiett, Ruth	Conway	Faulkner
Harris, Zula	Conway	Faulkner
Havens, Frances	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Hale, Mildred	Prescott	Nevada
Hanna, Inez	Vilonia	Faulkner
Henderson, Carl A.	Conway	Faulkner
Irby, Merle	Conway	Faulkner
Irby, Mable	Conway	Faulkner
Jones, Nan Rose	England	Lonoke
Johnson, Roy L.	Allene	Little River
Johnston, Lurly	Conway	Faulkner
Jackson, Carrie	Magnolia	Columbia
Kuykendall, Elizabeth	Conway	Faulkner
Kuykendall, Iva	Conway	Faulkner
Knight, Virginia	Pine Grove	Dallas
Kuykendall, Hiram	Conway	Faulkner
King, Etta	Conway	Faulkner
King, Helen	Lewisville	Lafayette
King, Carroll Cabell	Conway	Faulkner
King, Ruby	Leslie	Searcy
Kennedy, James E.	Pearson	Cleburne
Lynn, Mable	Fouke	Miller
Ledbetter, Fletus	Conway	Faulkner
Lynch, Allen	Conway	Faulkner
Lipe, Leila	Scranton	Logan
Lowman, Mamie	Grapevine	Grant
Learey, Bert B.	Fouke	Miller
Landers, Lila	Conway	Faulkner
Ladd, Willie	Portland	Ashley
Ledbetter, Dwight	Conway	Faulkner
McAnally, Vinny	Conway	Faulkner
McCollum, Baranett	Greenbrier	Faulkner
McCollum, Jesse	Conway	Faulkner
McCorvey, Annie Maude	Haskell	Saline
McCorvey, Flora	Haskell	Saline
McCorvey, Lydia	Haskell	Saline
McIlroy, Florence	Redding	Franklin
Megee, Addrianna	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
McGhee, Ruth	Casa	Perry
McGhee, Bevie	Casa	Perry
McIlory, Louise	Ozark	Franklin
McClain, Ethel	Maumee	Searcy
McGehee, Eunice	New Edinburg	Cleveland
McCorvey, Dannie	Haskell	Saline
McAnally, Bernice	Conway	Faulkner
Munn, Elmer	Conway	Faulkner
Martin, Clark	Conway	Faulkner
May, Birdie	Pine Bluff	Jefferson
Moore, Edna	Delaware	Logan
Munn, Elmer	Conway	Faulkner
Mullens, Minnie	El Paso	White
Moseley, Edith	Conway	Faulkner
Montgomery, Josephine	Minturn	Lawrence
Moore, Lucile	Conway	Faulkner
Moore, Willie	Conway	Faulkner
Moore, Thomas	Conway	Faulkner
Moore, Lee	Blaine	Logan
Moore, Anna Belle	Conway	Faulkner
Moore, Mearle	Blaine	Logan
Morris, Hortense	Searcy	White
Milton, Mattie Frank	Ozark	Franklin
Miller, Mamie	Perryville	Perry
Moore, Jewell	Blaine	Logan
Moore, Mrs. Hugh A.	Enders	Faulkner
Mobbs, Ava	Green Brier	Faulkner
Martin, Leona	Lutie, Okla.	
Nichols, Lela	Delaware	Logan
Nelson, Eleanor M.	Atkins	Pope
Nesbit, Edna	Blevins	Hempstead
Nation, Thelma	Morrilton	Conway
Nation, Gladys	Morrilton	Conway
Norwood, Robt. C.	Lockesburg	Sevier
Newsom, Larmie	Beebe	White
Pierce, Dana	Prairie View	Logan
Pendergast, Catherine	Winthrop	Little River

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Peters, Minnie	Gravelly	Yell
Pickard, Lucile	Mt. Vernon	Faulkner
Pfeifer, Bessie	Dardanelle	Yell
Plattor, Dundena	Smithville, Okla.	
Pledger, Myrtice	Fordyce	Dallas
Porter, Ruth	Pottsville	Pope
Prothro, Edwina	Ferndale	Pulaski
Price, Audrey	Stamps	LaFayette
Price, Virgie	Lynn	Lawrence
Perry, Delis	Congo	Saline
Paulke, Effie	Fouke	Miller
Parham, Pauline	Bald Knob	White
Ramsden, Jean	Ozark	Franklin
Rainey, Fannie	Beebe	White
Ragsdle, Dorothy	Dardanelle	Yell
Rowland, Roy D.	Blaine	Logan
Richmond, Lillian	Conway	Faulkner
Richardson, Oscar	Cord	Independence
Redditt, Reba	Casa	Perry
Reding, Ruby A.	Haberville	Pope
Richardson, Sallie	Marvell	Phillips
Rhyne, Jonne B.	Ben Lomond	Seiver
Reid, Jewel	Conway	Faulkner
Rushton, Ruth	Emerson	Columbia
Richie, Leanna	Conway	Faulkner
Roberson, Iva Belle	New Edinburg	Cleveland
Rainwater, Dale	Blaine	Logan
Rowland, Ben D.	Blaine	Logan
Roberts, Lyda	Paron	Saline
Rucker, Eunice	Beebe	White
Stevenson, Ray	Fordyce	Dallas
Shrabel, Lewis	Widette	Fulton
Sugg, A. R. Mrs.	Belleville	Yell
Stroup, Sula	Conway	Faulkner
Smith, Grace	Bradford	White
Stroup, Lillian	Conway	Faulkner
Stevens, Ray W.	Foreman	Little River

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Smith, Apsa	Conway	Faulkner
Stacy, Irene	Cherry Valley	Cross
Snow, Eufaula	Conway	Faulkner
Smith, Charles D.	Alleene	Little River
Slagle, W. F.	Yellville	Marion
Scull, Thelma	Conway	Faulkner
Sanders, Eula	Magnolia	Columbia
Ruff, Lee	Lanty	Conway
Schichtl, Marie	Conway	Faulkner
Salters, Ruby	Conway	Faulkner
Salters, Nina M.	Conway	Faulkner
Spann, Iona	Lake City	Craighead
Sanders, Mamie	Lambert	Hot Springs
Salter, Clara	Conway	Faulkner
Sides, Catherine	Gravelly	Yell
Tucker, Hazel	Emerson	Columbia
Thompson, Sue	Amity	Clark
Thompson, Irene	Conway	Faulkner
Turner, Mabel	Washington	Hempstead
Thomas, Lula Biffle	Valley Springs	Boone
Thompson, Earle	Judsonia	White
Thompson, Vera	Ozark	Franklin
Teas, Paul C.	Conway	Faulkner
Taylor, Louise	Conway	Faulkner
Thompson, Mabel	Aplin	Perry
Teas, Faye	Conway	Faulkner
Taylor, Mamie	Conway	Faulkner
Taylor, Mrs. Janie	Mt. Vernon	Faulkner
Templeton, Clara Louise	Scotts	Pulaski
Tilley, Mettie	Lanty	Conway
Vandegrift, Nettie	Congo	Saline
Vineyard, Wimbourn	Popular Grove	Phillips
Van Deusen, Lois	Conway	Faulkner
Williams, Jessie	Gurdon	Clark
White, Wm. F.	Anity	Clark
White, Helen	Gainesville, Mo.	

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
White, Willia	Amity	Clark
White, Sarah	Little Rock	Pulaski
White, Juanita	Conway	Faulkner
Wells, Edith	Lake City	Craighead
Weir, Lillie	Denton	Lawrence
Williford, Julia	Brinkley	Monroe
Webb, Ezra	Conway	Faulkner
Wallingford, Bertha	Tinsman	Calhoun
Waldron, Irene	Black Rock	Lawrence
Wahl, Frances	Scranton	Logan
Weatherly, Harley	Greenbrier	Faulkner
Winn, Jesse	Austin	Lonoke
Walkup, Marie	Havana	Yell
Woods, Ethel	Portland	Ashley
Wasson, Love	DeWitt	Arkansas
Walker, Atha	Scranton	Logan
Walker, Ora	Scranton	Logan
Whittington, Irene	Havana	Yell
Weaver, Virginia	Charlotte, Ind	
Wingfield, Beulah	Emerson	Columbia

ENROLLMENT FOR 1918—*Summer Students*

Allen, Ora	Stephens	Ouachita
Austin, Ida	DeQueen	Sevier
Adcock, Mrs. T. W.	Paris	Logan
Arnett, Anna A.	Hillsboro, Ohio	
Adcock, T. W.	Paris	Logan
Alsobrook, Bernice	Nix	Dallas
Bolin, Fleta	Conway	Faulkner
Bolin, Pearl	Conway	Faulkner
Bodkin, Mary	Vincent	Crittenden
Barton, Louise	Jonesboro	Craighead
Bull, Lillie	Alpin	Perry
Brown, Lola E.	Paris	Logan
Bush, Attie Joe	North Little Rock	Pulaski
Bullion, Wilma	Conway	Faulkner
Bailey, Mildred	Blevens	Hempstead

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Burns, Bertie	Conway	Faulkner
Bradley, Jewel	Bearden	Ouachita
Boyd, Mary L.	Monticello	Drew
Braswell, Lillie	Smackover	Union
Barraque, Agnes	Altheimer	Jefferson
Brashears, Carl	Cabot	Lonoke
Browne, Donnovan C.	Conway	Faulkner
Bowen, Vada	Conway	Faulkner
Brennan, E. A. Jr.	Conway	Faulkner
Brown, Virginia	Nettleton	Craighead
Browning, Susie	Wynne	Cross
Browning, Artie		
Byrne, Annie	Wilmar	Drew
Bell, Eulys	Conway	Faulkner
Beall, Mattie	Jacksonville	Pulaski
Banks, Anice	Carthage	Dallas
Bailey, Carma	North Little Rock	Pulaski
Baldrige, Mrs. E. C.	Benton	Saline
Bassett, Ruth	Conway	Faulkner
Bonham, Mrs. Esther	Grange	Sharpe
Barham, Ada	Radcliff	Logan
Cash, Ruth	Wilton	Little River
Cowan, Marion	Duck Hill	Montgomery
Cannon, Mary	Beebe	White
Cheairs, Josie	Eudora	Chicot
Cook, Cassie	Pinnacle	Pulaski
Crago, Stella	Warren	Bradley
Cook, Margaret	Texarkana	Miller
Collins, Vena	Banner	Cleburne
Cruce, Mildred	Monticello	Drew
Cureton, Mary	Conway	Faulkner
Cummins, Gertrude	Conway	Faulkner
Corson, Ethel	Portland	Ashley
Clarke, Carrie	Conway	Faulkner
Cox, Pearl	Conway	Faulkner
Denton, Brunette	Luxora	Mississippi
Darden, Ruth	Searcy	White

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Deaton, Jannie	Russellville	Pope
Davis, Sadie	Buckner	LaFayette
Davis, Elma	Buckner	LaFayette
Dodson, Graydon	Conway	Faulkner
Daugherty, Elizabeth	Roe	Monroe
Dial, Tessa	Leola	Grant
Dunnaway, Louis	Conway	Faulkner
Duren, Frances	Cabot	Lonoke
David, Essie	Manila	Mississippi
Everette, Effie	Hazen	Prairie
Evans, Ethel M.	Mena	Polk
Emde, Laura Joan	Bald Knob	White
Ellis, Jessie	Searcy	White
Ealey, Rena	Beebe	White
Evans, Lorean	Atkins	Pope
Files, Maye	Booneville	Logan
Fisher, Viola	Blytheville	Mississippi
Flynn, Belle	Hazen	Prairie
Fairfield, Maude	Beebe	White
Franks, Alma	Imboden	Lawrence
Forsythe, Nellie	North Little Rock	Pulaski
Ford, Bina	Wooster	Faulkner
Fiddler, Leola	Conway	Faulkner
Fry, Lois	Conway	Faulkner
Frye, Dorcas	Conway	Faulkner
Frye, Mrs. W. H.	Conway	Faulkner
Ford, Winifred	San Antonio, Texas	
Gellispie, Lottie	Helena	Phillips
Goolsby, Ethel	Mena	Polk
Grimmette, Callie	Pinnacle	Pulaski
Gaffney, Ethel A.	Eduora	Chicot
Gardner, Myrtle Lee	Tupulo	Jackson
Gattis, Gertie	Ratcliff	Logan
Gerhart, Margaret	Denison, Texas	
Good, Zelma	Blytheville	Mississippi
Grady, Mamie	Cove	Polk

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Hanner, Helen	Conway	Faulkner
Hinton, Leta	Wynne	Cross
Harrison, Dan	Plumerville	Conway
Harrison, Stella	Fordyce	Dallas
Hicks, Shellie	Lonoke	Lonoke
Hendrickson, Mamie Frank	Mt. Vernon	Faulkner
Heatherington, Pearl	Warren	Bradley
Haydon, Bess	Conway	Faulkner
Hutchens, Byrd	Beedeville	Jackson
Henderson, Cora	Pangburn	Cleburne
Harmon, Rosa	Valonia	Faulkner
Hanson, Etta	Camden	Ouachita
Holimon, Myrtle	Benton	Saline
Hill, Mabel L.	Hot Springs	Garland
Howle, Esther	Searcy	White
Higgins, Pearl	DeValls Bluff	Prairie
Hamilton, Ruth	Conway	Faulkner
Halbrook, Ira	Center Ridge	Conway
Isaacs, W. R.	Rosebud	White
Jessup, Mildred	Hazen	Prairie
Jones, Mary	Prescott	Nevada
Johnson, Esther	Desarc	Prairie
Jessup, Ruth	Carlisle	Lonoke
Jessup, Olive	Hazen	Prairie
Jordan, Mittie	Atkins	Pope
Jordan, Eva	Hamline	Cross
Johnson, Lurly	Conway	Faulkner
Jones, James	Horatio	Sevier
Jean Grace	Roe	Monroe
Koch, Marie	Carlisle	Lonoke
Knight, Virginia	Pine Grove	Dallas
Keys, Lillian A.	Whelen Springs	Clark
Kline, Georgia	Altus	Franklin
King, Mrs. H. H.	Wooster	Faulkner
Keys, Ethel M.	Gurdon	Clark
Kennedy, Mary	Morrilton	Conway

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Kelly, Floy	Prattsville	Grant
King, Clara	Charleston	Franklin
Lambert, H. L.	Rondo	Lee
Lambert, Mrs. H. L.	Rondo	Lee
Livesay, Vera	DesArc	Prairie
Lewis, Ida	Van Buren	Crawford
Lee, Vivian	Nettleton	Craighead
Littleton, Maude	Osceola	Mississippi
Llewellyn, Sue	Lake Village	Chicot
Lee, Annie Lucile	Nettleton	Craighead
Lewis, Dossie	Conway	Faulkner
Livesay, Mary	Conway	Faulkner
Loyd, Ova	Mena	Polk
Lee, Frankie	Adona	Perry
Lee, Lydia	Griffithville	White
Ledbetter, Fleatus	Conway	Faulkner
Lewis, Myrtle	Richmond	Little River
Lewis, Willie	Richmond	Little River
Landers, Lila	Conway	Faulkner
Ledbetter, Grady	Conway	Faulkner
McKay, Ferol	Ozark	Franklin
McKamey, Annie		
McBride, Irma	Beebe	White
McGraw, Annie	Wessen	Union
McDowel, Mary	Ogden	Little River
McBride, Vera	Walker	White
McNeal, Roy	Nimrod	Perry
Martin, Leona	Lutie, Okla.	
Murry, Jean	Malvern	Hot Springs
Martin, Katherine	New Ark	Independence
Marshall, Mary Ellen	Little Rock	Pulaski
Martin, Mrs. Jess	North Little Rock	Pulaski
Mabry, Estelle	Eudora	Chicot
Melton, Frances	Conway	Faulkner
Munger, Mayme	Jonesboro	Craighead
Moseley, Madora	Ratcliff	Franklin
Mathews, Clara	Blockrock	Lawrence

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Mode, Zora	Conway	Faulkner
Mills, Myrtle	Kingsland	Cleveland
Miller, Katherine	Malvern	Hot Springs
Miller, Mamie	Perryville	Perry
Melton, Lottie May	Cabbott	Lonoke
Moore, Annie Belle	Conway	Faulkner
May, Sadie G.	Grank Lake	Chicot
Martin, Mildred	Rondo	Lee
Moseley, Edith	Conway	Faulkner
Moore, Mrs. Lorena Jr.	Warren	Bradley
Moore, Florence	Conway	Faulkner
Moreland, Icy	Lamar	Johnson
Marsh, Donnie	Okolona	Clark
Milton, Mattie Frank	Ozark	Franklin
Marr, Ruth	Gravette	Benton
Mann, Gertrude	Pine Grove	Dallas
Nichols, Grace	DeQueen	Sevier
Norwood, Willie	Russellville	Pope
Overton, Katie Sue	Rison	Cleveland
Phillips, Emma	Jacksonville	Pulaski
Phipps, Lillian	Roe	Monroe
Patterson, J. L.	Mt. View	Stone
Potts, Minnie	Rosa	Mississippi
Parrish, Carrie	Warren	Bradley
Porter, Ruth	Pottsville	Pope
Pinson, Gladys	Conway	Faulkner
Polk, W. Earl	Corning	Clay
Pontius, Ella	Curtis	Clark
Plummer, Minnie	Austin	Lonoke
Roe, Willie	Newark, Ind.	
Reynolds, Alice	Buckner	LaFayette
Roberts, Lola	Beebe	White
Ross, Sue	Branch	Franklin
Ross, Sere	Branch	Franklin
Richmond, Ila	Atkins	Pope
Roberts, Bessie	DeQueen	Sevier

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Robinson, Cecil	Van Buren	Crawford
Ragon, Juanita	Lamar	Johnson
Rainey, Fannie	Beebe	White
Rucker, Eunice	Beebe	White
Ray, Margaret C.	Benton	Saline
Rye, Florence E.	Russellville	Pope
Shelton, Willie	Perryville	Perry
Schichtl, Marie	Conway	Faulkner
Stroup, Sula	Conway	Faulkner
Slater, Ethel	Junction City	Union
Schriner, Mrs. Mary B.	Altus	Franklin
Scull, Thelma	Conway	Faulkner
Simpson, Elba	Vilonia	Faulkner
Shinn, Mary Alice	Russellville	Pope
Smith, Jewel	Hot Springs	Garland
Smith, Callie	Austin	Lonoke
Stark, Johnny	Pearson	Cleburne
Stone, Clara	Waldron	Polk
Sanderlin, Velma Jean	Warren	Bradley
Speer, Maude	Atkins	Pope
Smith, Mary	Tulip	Dallas
Thompson, Irene	Conway	Faulkner
Taylor, Laura Belle	Jacinto	Dallas
Terry, Lucile	Wynne	Cross
Taylor, Mary	Conway	Faulkner
Thompson, Mary Belle	Stevens	Ouachita
Thomas, Floss	Cabot	Lonoke
Tyer, Maude	Tuckerman	Jackson
Taylor, Louise	Conway	Faulkner
Tabor, Gladys	Little Rock	Pulaski
Thompson, Eloise	Eudora	Chicot
Van Deusen, Lois	Conway	Faulkner
Voss, Valrie	Conway	Faulkner
Voss, Alline		
Word, Marie	St. Charles	Arkansas
Whitmore, Ada	Center Point	Howard

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Wyatt, Maude, Mrs.	Bradford	White
Woodford, Ophelia	Ratcliff	Logan
Wylie, Julia	Carthage	Dallas
William, Ruth	Arkadelphia	Clark
Watkins, Ouida	Belleville	Yell
Wasson, Ethel	Black Rock	Lawrence
White, Juanita	Conway	Faulkner
Warren, Avis	Charleston	Franklin
Wilson, Una	Gurdon	Clark
Webb, W. D.	Conway	Faulkner
Wingfield, Beulah	Emerson	Columbia
Williams, Nina	Lowell	Benton
Wakefield, Susie	St. Charles	Arkansas
Warren, Bess	Stamps	LaFayette
Wilson, Anna	Conway	Faulkner
Walsh, Lou Bert	Pine Grove	Dallas
Williams, Jessie	Gurdon	Clark
Yarbrough, Sarah	El Dorado	Union

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BULLETIN

Arkansas State Normal School

A State Teachers College

Volume VIII

June, 1920.

Number 3

CATALOG NUMBER

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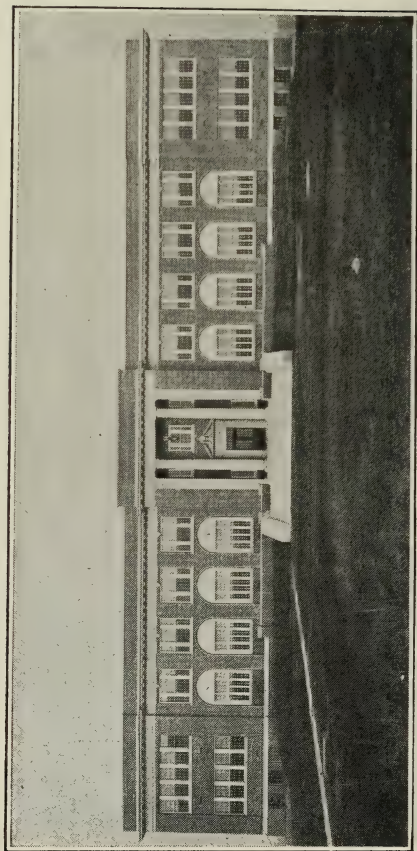
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Published Quarterly by the
Arkansas State Normal School
Conway, Arkansas

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NEW ADMINISTRATION BUILDING.

BULLETIN

The Arkansas State Normal School

Volume VIII

June, 1920.

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Conway, Arkansas

CALENDAR.

First term begins.....	September 22, 1920
First term closes.....	December 22, 1920
Second term begins.....	January 3, 1921
Second term closes.....	March 18, 1921
Third term begins.....	March 21, 1921
Third term closes.....	June 9, 1921
Summer term begins.....	June 13, 1921
Summer term closes.....	July 27, 1921

BOARD OF TRUSTEES.

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JOE FERGUSON, State Treasurer, <i>ex-officio, Secretary,</i>	Little Rock
HOGAN OLIVER, State Auditor, <i>ex-officio,</i> .	Little Rock
A. L. HUTCHINS,	Augusta
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A. B., Iowa State Teachers' College; Bradley Polytechnic Institute; Cornell College.
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Pd. B., Pd. M., Missouri State Normal College (Warrensburg); S. B. University of Chicago; Graduate Student, Ibid.
- JOHN GRANVILLE CUBAGE** *Latin*
A. B., University of Arkansas.
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B. C. E., University of Arkansas.
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A. B., Kansas State Normal School (Emporia); A. M., Teachers College, Columbia University.
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National School of Music, Cornell University.

GLENN KIRKLAND	<i>Expression</i>
Central College; Ouachita College; Morse School of Expression; Lyceum Art Conservatory; American Conservatory.	
DEAN DEPEW MCBRIEN	<i>History</i>
A. B., University of Nebraska; A. M., Columbia University.	
HEBER L. MCALISTER	<i>Extension Work</i>
B. S., Mississippi College.	
ANDREW JACKSON MEADORS	<i>English</i>
A. B., A. M., Cumberland College (Kentucky); University of Kentucky; Chicago University.	
DOROTHY PYLE	<i>Piano</i>
Central College; Student Hugh Ri Dout; Austin Conradi; Chau- taqua, N. Y.	
MARIE SCHICHTL	<i>Drawing and Penmanship</i>
Arkansas State Normal School.	
DORA B. SMITH	<i>Critic Teacher</i>
Pd. B., B. S. in Ed., Missouri State Normal College (Warrens- burg); University of Chicago.	
GILBERT YOUNG SHORT	<i>History</i>
L. I., Arkansas State Normal School; University of Arkansas; George Peabody College for Teachers.	
IDA MARY WALDRAN	<i>English</i>
A. B., Winthrop College; University of Michigan; University of Chicago; Cambridge University (England).	
NETTIE MURPHY WILSON	<i>Librarian</i>
A. B., Hendrix College; University of Chicago.	
MRS. B. W. TORREYSON	{ <i>Y. W. C. A. Secretary</i> <i>Director Doyne Hall</i>
MRS. JOSIE HILDRETH	
	<i>Housekeeper, Doyne Hall</i>
GUY E. SMITH	<i>Registrar</i>
(To be supplied)	<i>Science</i>
(To be supplied)	<i>Home Economics</i>
(To be supplied)	<i>Primary Critic</i>

PURPOSE.

The State of Arkansas has established the State Normal School and maintains it for the single purpose of training teachers for its schools. To this end it has generously provided building, equipment and instructors without cost to the student. It invites all who seriously desire to enter the profession of teaching and all who have already entered it to come to the school whenever they have opportunity and get the training which it offers.

The school seeks to prepare teachers for three classes of public schools—rural, grade and high school. By recent resolution of the Board of Trustees the school was authorized to offer courses sufficient to raise it to full college grade and to confer the bachelor's degree for completion of the four year course as well as the L. I. degree for the two year course.

LOCATION.

The State Normal School is located at Conway, Arkansas, thirty miles northwest of the state capital and within seven miles of the geographical center of the State. Its railroad facilities are excellent, there being six passenger trains and two local trains daily. No town in the State has shown a deeper interest in school affairs than Conway. It has contributed over \$225,000 in recent years to aid in the establishment of institutions for higher learning in its midst. It has also an excellent public school system. Here are located Hendrix College and Central College, the former under the control of the Methodist denomination and the latter a part of the Ouachita-Central system belonging to the Baptists of the State. A water-works plant and a sewerage system have been installed for the town. Conway bears an exceptional record as regards its healthfulness, diseases of marked fatality being rare.

A college town is usually a town of more than average culture and refinement, and this is true of Conway. The moral tone is exceptionally elevated, the religious senti-

ment is strong, the civic spirit is of the highest order. Students are made to feel at home in the community, and, in many ways, the citizens prove their interest in those who are temporarily among them.

BUILDINGS AND GROUNDS.

The Administration building, completed last spring at a cost of \$107,000.00, is an imposing structure of red brick and Batesville marble, two stories above a high basement. It contains besides the administrative offices, nineteen class rooms and four large basement halls. Provision will probably be made at the next meeting of the General Assembly for the addition of a large auditorium and gymnasium.

Science Hall, also two stories and a high basement, contains the auditorium, library and eighteen class rooms. Here are located the departments of science, agriculture, manual training, home economics, art and a part of the training school.

The Training School building, a handsome frame structure on a concrete foundation, contains four class rooms. It is supplied with all of the equipment required in a modern, graded elementary school.

A thoroughly modern central steam heating plant supplies heat for all of the buildings.

Doyle Hall, a girls' dormitory, offering accommodations for one hundred, was opened at the beginning of the year 1913-14. It is admirably arranged, constructed of brick and stone, three stories high, with basement. The equipment is in every respect modern.

TRAINING SCHOOL.

The Training School, including ten grades, offers students opportunity for observation and practice teaching. The practical value of the work done cannot be overestimated. It is a necessary feature of the complete preparation of the teacher for his profession. Here he sees theory put into operation, and then through his own work he himself takes on skill in the teaching art.

The Training School is under the direction of the Head of the Department of Education, while two supervisory teachers of high attainment direct and supervise the grade work of the student-teachers, and themselves take charge of the work when junior classes come in a body for observation.

Department heads will be freely consulted by the student teacher of high school work in connection with his lesson planning.

There are in regular attendance more than one hundred twenty-five training school pupils enrolled from the town and elsewhere doing the work covered by the common school course of study and two years high school with the addition of special training in the manual and domestic arts, grade science, vocal music and drawing. Such work is done as should characterize the best type of rural school and such as should prove a decided benefit to the teachers in our city schools.

The High School Department where work of that grade will be demonstrated by regular Normal School faculty members, and where the student teacher preparing for high school teaching may himself become proficient in his chosen lines presents excellent opportunity for right development.

The Training School is open to general observation so far as room and student time will permit. Organized observation comes in connection with certain courses in education described in another section. All student teachers are expected to reserve ample time for conference with directors of the work.

THE LIBRARY.

Is fitted out with reading tables and in the bookcases are to be found a carefully-selected list of 4,500 bound volumes, and several hundred pamphlets. The teachers of the various departments are especially charged with the selection of books suited to their respective classes, and only such volumes are purchased as are thought to meet some need of the student for general reading or special

reference. There are also to be found in the magazine department nearly one hundred of the leading periodicals. These are all bound and indexed in the Reader's Guide to Periodical Literature, which makes them valuable to the student for reference work.

THE LABORATORIES.

Six separate laboratory rooms are devoted to the work in science. The practical needs of students have guided the selection of apparatus and it has been the aim to supply as much apparatus as possible for individual use rather than a few spectacular showy pieces for entertainment. Some of the apparatus and furniture is home-made, but it is in every way adequate and substantial.

LITERARY SOCIETIES.

There are five literary societies under the direction of the student body—the Crestomath, Nikatima and Theophanian for young women, and the Wingo and Clary for young men. Their meetings are held weekly, and occasionally a joint session brings together the members for an interchange of views and the maintenance of the relations of good fellowship that should characterize such assemblies. The purpose of these organizations is to encourage and foster among the members a steady development of an appreciation for attainments in literary and æsthetic culture, as well as to familiarize them with such matters as it becomes citizens to know. The meetings are well attended, and the interest taken in the proceedings is well maintained. All students are encouraged to associate themselves with one or the other of these organizations. The influence of society work upon the general student body has been uniformly commendable.

RELIGIOUS SOCIETIES.

Early in the history of the first session of the Normal School, the Y. M. C. A., and the Y. W. C. A. were established, and they have proved important factors in

unifying and developing the devotional spirit of their members. The persuasive influence of a well-ordered life needs no special herald to proclaim its work, and, without ostentation, the members of these organizations are striving to impress those with whom they are associated that "True worth is in being, not seeming."

THE ALUMNI ASSOCIATION.

The loyal support of the members of the association has been one of the strongest forces for the upbuilding of the school. Immediately following the adjournment of the first senior class on Commencement morning, 1909, this organization was made, and each succeeding graduating class has entered enthusiastically into the work. There are now 325 members. The annual business sessions are held at the school on commencement day. It has been the effort of each member of the association to keep in close touch with the interests of the school, and the president and faculty are always ready to assist in promoting the interests of those who have gone from the Normal School as graduates.

THE NORMAL ECHO.

This is a bi-weekly magazine which was started by the students in the second year of the Normal's existence. Its purposes are to keep up and foster the Normal spirit, to give expression to the various activities, to keep the alumni in touch with the school, and to encourage original thought and composition.

The Echo is edited and managed by a staff selected by the various societies and associations—literary, religious, social and athletic. Our friends have been kind enough to assure us that every year from the first the Echo has continued to improve; we hope to keep up this record. We invite the Alumni Association to join us in this work and we shall be glad to give the members space in every issue.

MUSIC.

The Normal curriculum requires for graduation a course in the rudiments of vocal music. The subject is taught in regular classes with special reference to the needs of the public school.

There are boys' and girls' glee clubs and choruses for those students who show talent in music. These afford additional practice and experience for music lovers.

Lessons in piano and voice are given by thoroughly competent instructors. This work may be offered with certain limitations as an elective subject counting toward graduation. Students are enrolled for the term, two hours credit being given for the term's work.

ORGANIZED PLAY.

The tendency to strive for an all-round development of the child has led to the introduction into the schools of Folk Plays, Calisthenics, and General Gymnastics. It forms a valuable part of the training of the teachers, and for this reason has been made a part of the work done in the State Normal School. The pupils in training school will be encouraged to take part in these exercises, and the classes will be under the direction of the department of education.

TEACHING POSITIONS FOR GRADUATES.

Each year many applications are received from school boards for teachers who are graduates of the Normal School, and a list of those who desire positions is kept on file. Registration blanks will be furnished our graduates on application, and effort will be made to assist them in securing good positions.

In order that correct information may be had as to the whereabouts of our graduates, they are earnestly requested to notify the office at least once a year, preferably in the spring, as to their postoffice address at that time. Should change be made later, then information should be furnished us, in order that our files may be kept correct.

DISCIPLINE.

The reasonable supposition is that persons applying for admission into the State Normal School are ladies and gentlemen, and every consideration will be shown them as such, until by their own act they shall forfeit the confidence reposed in them. Rules of government and regulations as to their general conduct will, of course, be necessary, yet the character of these will be such as should secure ready conformity thereto and active co-operation on the part of the student body in aiding in carrying out such requirements as may be deemed necessary.

Since, as yet, there is no dormitory for young men, it is necessary that they secure board in private homes. The president and faculty endeavor to exercise such oversight as to the conduct and welfare of the students as is possible under these conditions. Students, however, are placed largely on their own responsibility and are expected to conduct themselves with becoming propriety.

The request is made of all into whose homes students are received that the president be notified at once of any transgression of the well-established rules of society and home life to which their attention may be directed.

Those who receive boarders are expected to go to some trouble in arranging suitable accommodations for students. It is but reasonable, then, that boarding places should not be changed without good cause, and in no case should this be done without first advising the president. Neither should students leave town or be absent from school for any cause without notifying the proper authorities and receiving permission to do so.

BOARDING.

Doyne Hall—Room and board in the woman's dormitory are offered to ninety-six girls at twenty dollars a month. This rate will be maintained, if possible, throughout the year. If, however, the cost of supplies and labor continue to increase the rate will be raised. These accommodations are extended to *those only who are known to be pre-*

paring to teach in the schools of Arkansas. Others will not be received into the Dormitory. Preference will be given to those who expect to enter the school at the beginning of the fall term and remain throughout the year. Each room accommodates two girls. Preferences for room and room mates will be respected as far as possible; but the director of the dormitory reserves the right to make such changes as may seem desirable at any time. Students in the dormitory are placed under regulations as to hours of study, recreation, visits and receiving visitors. Whenever the student cannot willingly conform to these regulations she will be asked to withdraw.

Places in the dormitory may be reserved at any time during vacation on application accompanied by a reservation fee of five dollars. This fee may be withdrawn at any time before the first day of the fall term but not afterwards. In the fall term those who have reserved rooms will be charged for board from the first day of the term. Board is due on the first day of each month in advance. No reduction or rebate on board on account of absence will be given unless the room is given up and in no case will an allowance be made for a shorter time than one week.

Students must present vaccination and health certificates when they enter the dormitory, and those who are suspected of having tuberculosis or any other contagious or infectious disease will be asked to withdraw.

Since many of the rooms are furnished with single beds each student should bring with her two counterpanes, two pairs of sheets, two pillow slips, and one pair of blankets or other covering for single or double beds, as preferred. Each student should also bring four bath towels, four face towels, six napkins and a napkin ring, all plainly marked with the student's name. Each student will bring one knife, fork and spoon for use in her own room.

Boarding Houses.—Suitable and comfortable boarding places in town will be recommended on application. Unless special permission is given young men and young

women will not be permitted to board at the same place. All young women living outside of the dormitory and all boarding houses are under the supervision of the Dean of Women.

EXPENSES.

Library and Incidental Fee.....	\$ 8.00
*Laboratory Fees, about.....	5.00
Text Books, about.....	8.00
Board in Dormitory for Women, a month.....	20.00
Board in Town, a month.....	30.00
Piano Lessons (two a week), a term.....	\$20.00
Piano Rent (for practice), a month.....	1.50
Voice, (two lessons a week,) per term.....	25.00

Students from other states will be required to pay for tuition at the rate of three dollars a month.

*For Drawing, Science, Home Economics and Manual Training only.

SCHOOL TERMS.

The regular session of the school is divided into three terms of approximately three months each, and the work is so arranged that students unable to enter at the beginning of the session may be admitted later without serious inconvenience.

The summer term extends over a period of eight weeks, June 13 to July 29, inclusive. It is designed to serve three classes of students; those who wish to review the common school subjects preparatory to county examinations; those who are or have been students in regular attendance at the State Normal School and wish to earn credits counting towards graduation; those who cannot attend during the regular session but wish to earn credits toward graduation in a series of summer sessions.

A regulation of the board of trustees requires that a minimum of one year's work be done in residence before a diploma is issued in the State Normal School. There

are many teachers in the State who would be able to complete the course in this minimum of time by submitting credits from other schools, but cannot afford to leave their work for one year. Such teachers may, by attending three summer terms, comply with these conditions and obtain the L. I. diploma.

ENTRANCE REQUIREMENTS.

Under the law establishing the State Normal School, students who attend must be at least sixteen years of age, in good health, and of good moral character. They must have completed the state common school course of study and be ready for high school work. The president of the school is authorized to pass upon the qualifications of applicants for admission, yet the teachers may, upon finding that the students are not qualified for the work they purpose undertaking, report the same to the president, and students who are found thus incapable will be requested to withdraw from the school, provided there are no lower classes to which they can be assigned.

Persons applying for admission to the State Normal School must present appointments from their county examiners or county superintendents. A blank application is inserted in this Bulletin. Under the law, each county is allowed one student in the Normal School for every twenty white teachers in the county. Special appointments may be made by the county examiners or county superintendents in addition to these, provided all counties have not taken up their quota. Those receiving appointments are requested to notify the president of the same as places are held open for only ten days after the beginning of school, any vacancies then existing being taken up by special appointees from other counties whose full number has already been enrolled. *Those who receive appointments must obligate themselves to teach in the State at least two years after graduation.*

ADVANCED STANDING.

The full course of study at the State Normal School represents eight years of work above the common schools. A graduate of a good four-year high school may expect to complete the L. I. course in two years. In every case recognition will be given to work done in the high school on the basis of credits given to the school by the State High School Inspector if the student presents a copy of his record from such school and shows himself prepared for the subsequent courses of the Normal School by maintaining his standing in the more advanced classes in the same subject.

Students who have pursued work elsewhere above a four year's high school course may receive the Licentiate's Diploma in less than two years, if the character of their work warrants it and they can meet the requirements. In no case will a diploma be granted for less than one full year spent in resident study at the State Normal School, in which not less than thirty-six hours of work are done.

Students should bring a statement of work done in other schools. Failure to do so may result in a student having to do work for which he might otherwise receive credit. It will save much time and avoid errors in classification.

COURSE NUMBERS.

All review subjects are numbered with the letter A, B, C, etc.

All high school courses bear the numbers from 11 to 199, the first two years of which range from 11 to 99, and the work of the last two years, from 100 to 199.

All Normal School work of college grade is numbered from 200 to 399.

All three-term courses have 3, 6, or 9 as the figures in tens place. Two-term courses have 2, 4, or 8 in tens place. All one-term courses have 0, 1, 5, or 7 in tens place.

CREDITS.

For all subjects of high school grade credits are given in units. A unit is the credit given in high school for a subject reciting 40 minutes daily for 36 weeks. All such work taken at the State Normal School is credited in the same manner.

All work of college grade done at the Normal School is credited in hours. An hour is the credit allowed for a subject reciting one 50 minutes period a week for a twelve weeks term. Ten hours are equivalent to one unit.

COURSES OF STUDY.

The following courses are offered at the State Normal School:

RURAL TEACHERS' COURSE.

ENGLISH:	<i>Unit</i>
Grammar.....	.3
Oral English.....	.3
Juvenile Literature.....	.3
Spelling. ....	.2
Elementary Rhetoric....	1.0
EDUCATION:	
Management .....	.3
Psychology and Method.....	.3
Six Special Methods.....	.9
Teaching.....	.4
HISTORY:	
History 11.....	.3
History 13.....	.3
SCIENCE:	
General Science.....	1.0
Geography.....	.3
Physiology.....	.3

AGRICULTURE:

Rural Economics.....	.3
Spring Gardening.....	.3
Home Economics (girls) } or Manual Training (boys) }	.6

MATHEMATICS:

Arithmetic.....	.3
Algebra.....	1.0
Drawing.....	.4
Penmanship.....	.2
Music.....	.4

A Home Economics Course—This course is designed to meet the requirements of a state law. It leads to a state-wide certificate permitting the holder to teach Home Economics anywhere in the state for three years and is renewable.

COURSE IN HOME ECONOMICS.

SEWING:

61 Principles	}	.....1.0 unit
62 Principles		
63 Principles		
257 Dress Making.....		3 hours
251 Textiles.....		3 hours
255 Problems in Grades.....		3 hours
2 Terms Teaching.....		2 hours

COOKING:

31 Principles	}	.....1.0 unit
32 Principles		
33 Principles		
212 Home Nursing.....		3 hours
213 House Sanitation.....		2 hours
214 Nutrition and Diet.....		2 hours
221 Home Cooking	}	..... 4 hours
222 Home Cooking		
255 Methods.....		2 hours
2 Terms Teaching.....		2 hours

DRAWING:

11 Penmanship.....		.2 unit
21 P. S. Grades I-VIII..	}	.4 unit
22 P. S. Grades I-VIII		
221 Applied Design.....		2 hours

AGRICULTURE:

52 Rural Economics.....	.3 unit
53 Gardening.....	.3 unit

ENGLISH:

11S Spelling.....	.2	unit
31 Composition—Rhet	}	1.0 unit
32 Composition—Rhet		
33 Composition—Rhet.		
57 Theme Writing.....	.3	unit
87 American Literature	} .....	.6 unit
88 American Literature		
131 English Literature.	}	1.0 unit
132 English Literature		
133 English Literature.		

SCIENCE:

11P Physiology.....	.3	unit
11G Geography.....	.3	unit
31 General Science	}	1.0 unit
32 General Science		
33 General Science		
241 Household Chemistry	}	6 hours
242 Household Chemistry		

HISTORY:

13 Community Civics.....	.3	unit
121 U. S. History	} .....	.6 unit
122 U. S. History		

MATHEMATICS:

111 Bookkeeping.....	.3	unit
11 Oral Arithemetic.....	.3	unit

EDUCATION:

Teaching.....	.4	unit
{ 121 Elementary Psychology.. }	..... .3	unit
{ 122 Elementary Management }	..... .3	unit
or		
{ 221 Educational Psychology }	..... 8	hours
{ 222 Educational Psychology. }		
Equivalent to.....	13.5	units

THE LICENTIATE'S DIPLOMA (L. I.) COURSE.

Three distinct courses are offered each leading to the L. I. degree. Each L. I. course includes two years of work in addition to four years of high school work. The outlines of the L. I. courses and of the high school work prerequisite to each course follow.

High School Work—Each student entering the Normal School shall complete fifteen units of high school work by one of the following plans:

I. All students entering the Normal School with no high school credits shall do 15 units of high school work as outlined below:

ENGLISH:

Elementary Rhetoric.....	1.0	unit
Theme Writing and American Literature.....	1.0	unit
English Literature.....	1.0	unit

MATHEMATICS:

Algebra.....	1.0	unit
Plane Geometry.....	1.0	unit

SCIENCE:

General Science.....	1.0	unit
Biology.....	1.0	unit

HISTORY:

Review and Methods.....	.3	unit
Community Civics.....	.3	unit
World Development to 1763.....	1.0	unit
U. S. History from 1763.....	.3	unit

AGRICULTURE:

Rural Economics.....	.3	unit
Gardening.....	.3	unit

Home Economics (for girls)	}	.6	unit
or			
Manual training (for boys).			

Drawing (for students seeking grade L. I.)....	.4	unit
Music (for students seeking grade L. I.).....	.4	unit
Penmanship.....	.2	unit

COMMON SCHOOL SUBJECTS:

Grammar.....	.3	unit
Spelling.....	.2	unit
Oral Arithmetic.....	.3	unit
Geography.....	.3	unit
Physiology.....	.3	unit
Electives to complete a total of 15 units.		

II. Any student offering fewer than fifteen units shall complete the remainder of his high school work as it may be outlined for him by the classification committee in consultation with him. Such outline shall conform as nearly as possible to the plan suggested above, but in no case will the work be so arranged as to require more than 15 units.

(Note: When possible for the student to do so without requiring a total of more than 15 units, he shall be required to satisfy the committee regarding his proficiency in all high school courses numbered "11" in this catalog.)

III. The student may offer from any other school fifteen units of work of a grade approved by the high school inspector.

(Note: Each student must do three years of English, including rhetoric, American literature, and English literature. If, in the operation of any one of the above plans, the student fails to offer as much as two units of history, two units of mathematics, and two units of science, he shall make good such deficiencies by doing a corresponding amount of college work in the departments in which his deficiencies exist.)

Work for Primary L. I. above 15 units High School—

Education 255 (a, c, e, g, i, k,) 221, 222, 252, 257, 274 and Teaching	34	hours
Music (rote singing).....	.4	unit

Drawing 255.....	2 hours
Nature Study.....	3 hours
English (for primary teachers).....	.9 unit
Student Activities.....	6 hours

In addition to the courses specified above the student will be required to make good any departmental deficiencies he may have in his high school work.

The following will be required if they have not been done as high school work:

Elementary Drawing.....	.4 unit
Penmanship.....	.2 unit
Community Civics.....	.3 unit
Oral Arithmetic.....	.3 unit
Physiology.....	.3 unit
Geography.....	.3 unit
Spelling.....	.2 unit

In addition to the above, the student will elect work so that the total number of hours credit (tenths of unit credit counted as hours) equals 96.

Work for Intermediate L. I. above 15 units High School—

Education 255 (b, d, f, g, k, h,) 221, 222, 252, 257, 272 and Teaching.....	34 hours
Drawing 255.....	2 hours
English.....	9 hours
Student Activities.....	6 hours

In addition to the courses specified above, the student will be required to make good any department deficiencies he may have in his high school work.

The following will be required if they have not been done as high school work:

Elementary Drawing.....	.4 unit
Grammar.....	.3 unit
Penmanship.....	.2 unit
Community Civics.....	.3 unit
Oral Arithmetic.....	.3 unit

Physiology.....	.3	unit
Geography .....	.3	unit
Rural Economics.....	.3	unit
Gardening.....	.3	unit
Spelling.....	.2	unit

The following are advised courses: Music, Nature Study, and Advanced American History.

In addition to the above ,the student will elect work so that the total number of hours credit (tenths of unit credit counted as hours) equals 96.

Work for High School L. I. above 15 units High School—

All this work shall be of college grade. It shall include the following:

- I. Education.....35 hours
- II. English..... 9 hours
- III. Student Activities..... 6 hours

Also, four groups chosen from the six groups listed below:

- IV. History (approved by department)..... 9 hours
- V. Mathematics (approved by department)..... 9 hours
- VI. Science (approved by department)..... 9 hours
- VII. Agriculture..... 6 hours
- VIII. Manual Training, Drawing, Home Economics or Music (in any one of this group)..... 9 hours
- IX. Languages, or Electives under advice of committee..... 9 hours

The student will be required to make good any departmental deficiencies in his high school work. In addition, he will elect work so that the total number of hours credit equals 96.

THE B. A. IN EDUCATION COURSE.

This course naturally follows and includes two years of work in advance of the high school L. I. In addition to the requirements for the high school L. I., the following work is required for the B. A.:

English.....	9 hours
Education.....	6 hours
Student Activities.....	3 hours
One Major (including college work for L. I.).....	36 hours
One Minor (including college work for L. I.).....	18 hours

(Note: The requirements for a major and a minor in English are 45 hours and 27 hours respectively including college work required for L. I. and B. A. The requirements for a major and a minor in Education are 59 hours and 50 hours respectively, including college work required for L. I. and B. A. Students majoring in either Education or English must choose another major or two minors. This will satisfy all major and minor requirements for the B. A.)

In addition, the student will elect work of college rank to make a total of 189 hours above 15 high school units. (College work for L. I. is counted in this 189 hours.)

(Note: No student shall be permitted to graduate in any course with less than 75 per cent of his work of grade "C" or better.)

STUDY CENTER WORK.

In any place accessible from Conway, where ten or more teachers will organize a class, decide upon the subject or subjects to be studied, the State Normal School will send a teacher from its faculty to conduct work and meet the class as often as seems best. Usually these meetings will be held on Friday or Saturday. Work completed in this way will apply on regular courses in the Normal School.

The traveling and hotel expenses of the faculty member in charge of the work will be the only expense to be borne by the Study Center Class. The following courses are offered at present, others will be added from time to time: State Reading Circle subjects, Child Study, History of Education, School Supervision, Rural Economics, Community Civics, Methods in History, Good English, General Science, Farm Management, Home Project Work, Mechanical Drawing, Organization and Methods in Manual Training, Community Ledership, General Methods, Home Economics.

COURSES BY CORRESPONDENCE.

Through the correspondence-study department the State Normal School offers a number of courses given in the class room so that those who for some reason are unable to attend may continue their studies. The aim is to extend as fast and as far as possible the means and privileges of teacher training. A student may begin a course for which he is prepared at any time, and six months is allowed for the completion of the course.

The fee is \$6 for each course taken. The student will be required to buy his own text and reference books, and stationery, except envelopes, and pay postage both ways.

The State Normal School offers the following courses by correspondence, each course being given by the instructor who teaches the subject in the school.

AGRICULTURE:

52 Rural Economics.....	.3	unit
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DRAWING:

21 Public School Drawing.....	.2	unit
22 Public School Drawing.....	.2	unit

EDUCATION:

121 Elementary Method.....	.3	unit
122 Elementary Management.....	.3	unit
275 Educational Standards and Measure-		
251 History of Education.....	3	hours
ments	3	hours
277 High School Administration....	3	hours

ENGLISH:

31	Elementary Rhetoric.....	.3	unit
57	Theme Writing.....	.3	unit
231	Advanced Rhetoric.....	3	hours

HISTORY:

13	Community Civics.....	.3	unit
261	English History.....	3	hours
253	American Government.....	3	hours

HOME ECONOMICS:

61	Principles of Sewing.....	.3	unit
212	Home Nursing.....	3	hours

LATIN:

161	Cicero.....	.3	unit
255	Latin Methods.....	3	hours

MATHEMATICS:

31	Elementary Algebra.....	.3	unit
131	Plane Geometry.....	.3	unit

SCIENCE:

II-G	High School Geography.....	.3	unit
II-P	High School Physiology.....	.3	unit

DEPARTMENTS OF INSTRUCTION.

AGRICULTURE.

MR. HOLLOWAY

From its inception, it has been the aim of those in charge of the Department of Agriculture at the State Normal School to make the work of such nature as to be of greatest value to the rural teacher. It is on the teaching of this subject, and the gaining of a thorough knowledge of the various scientific methods and principles that the greatest emphasis is placed. However, the knowledge gained is of practical value for the farmer himself.

The Normal School Farm

In connection with the school there is a farm of 50 acres under the supervision of the department. On the farm all of the vegetables, pork, and dairy products together with a large part of the fruit and poultry used at the dormitory are produced. Besides products used in the dormitory, legume, hay, corn, etc., are produced in considerable quantities.

A large number of the animals in the dairy and hog divisions are registered. It is the intention of the authorities to replace shortly all grade animals with pure bred registered stock.

The farm, with its live stock, and complete equipment of tools furnishes opportunity to the agricultural students for observation of nearly all farming practices.

The Normal School farm is self supporting, the value of the products being considerably in excess of all costs.

The Laboratory

The laboratory is well equipped for work in soil physics, seed testing, preparation of spray materials, etc. The

livestock and equipment on the farm furnishes abundant material for laboratory work in all courses.

Courses

In outlining the courses offered by the department, those courses deemed most valuable to the rural teacher and to the teacher in state aided and other high schools are offered. It is possible to do four years work of three terms each in the Normal School. Each course is a unit in itself, hence the courses may be taken in any order.

Courses 52 and 53 are required of students doing their high school work at the Normal School, also of students in the Rural Teachers', Home Economics, and Intermediate L. I. courses. All other courses are elective.

Laboratory fees of 50 cents are required in courses 203, 205, 207, 209, 211, 213, 215; fee of 25 cents for Agriculture 52 and 53; fee of \$1.00 for Agriculture 201.

Agriculture 52. Rural Economics—Credit, three-tenths unit.

The course in Rural Economics is divided into two parts, as follows:

A—Study of the various rural institutions, viz: the school, church, farmers' organizations, and the home. The school is taken as a starting point, from which, by means of co-operation with the various institutions, re-direction may be brought about so that all institutions fulfil the obligations expected of them. No text. Notes furnished by the instructor.

B—Rural Economics in this part of the course is a study made of the general history of agriculture, particular emphasis being placed on the expansion of Agriculture in the United States. The more important problems of farm management are briefly discussed. Text: Carvers' "Principles of Rural Economics." Offered in Fall and Winter terms.

MR. HOLLOWAY

Agriculture 53. Vegetable Gardening and Home Project Work—Credit, three-tenths unit.

The work in this course is planned to give the student directions for the propagation, cultivation and disposition of garden produce. The organization of the home project plan with particular emphasis on the home garden is stressed. In the course of the work each student is required to cultivate a small plot of ground in various vegetables. Offered in Spring term.

MR. HOLLOWAY

Agriculture 201. Farm Mechanics—Credit, three hours.

The work in this course deals with the selection, care and use of the modern implements of the farm and the various labor saving devices of the household. Grain drills, ensilage cutters, plows, engines, spray rigs, electric wiring, rope splicing and pumps are a few of the subjects dealt with. The work is practical as well as theoretical. Offered in Fall and Winter terms.

MR. HOLLOWAY

Agriculture 203. Farm Management—Credit, three hours.

In this course the farm is analyzed from a business standpoint. The various factors influencing the cost of farm products are thoroughly discussed with a view of determining the profit or loss resulting from their utilization or sale. Text furnished by the school. Offered on demand.

MR. HOLLOWAY.

Agriculture 205. Horticulture—Credit, three hours.

Instruction in the various methods of plant propagation, in setting out the orchard, pruning, spraying and harvesting is given in this course. The points given apply with equal force to the commercial orchard and to the home orchard. The Normal orchard furnishes abundant material for laboratory work, which is supplemented by equipment suitable for the study of various spray mixtures. Text: Sears' "Productive Orchardng." Regularly offered in Spring term.

MR. HOLLOWAY.

Agriculture 207. Animal Husbandry—Credit, three hours.

In this course emphasis is laid on the matter of selection of breeding animals. Production value as compared to the cost is also brought before the student in a forceful manner. A thorough study is made of those types of livestock which are best fitted to our southern agriculture. Laboratory work consists of work in balanced rations testing dairy products inspection trips over Normal farm and neighboring farms. Text furnished by the school. Regularly offered in Fall term.

MR. HOLLOWAY.

Agriculture 209. Dairying—Credit, three hours.

Feeds, balanced rations for the dairy cow, breeding for production, various methods of separation of cream, pasteurization of dairy products, butter making, etc., are a few of the topics emphasized in this course. Offered in the Winter term on demand.

MR. HOLLOWAY.

Agriculture 210. Poultry Husbandry—Credit, three hours.

Following a brief study of the various types and breeds of poultry, the course consists of practical work in incubation, brooding, feeding, poultry house planning, and treatment of poultry diseases. Offered in Spring term.

MR. HOLLOWAY.

Agriculture 211. Field Crops—Credit, three hours.

This course deals with systems of rotation, seed selection, seed testing and propagation, culture and harvest of those crops which are most important in the State. Text supplied by school. Regularly offered in Fall term.

MR. HOLLOWAY.

Agriculture 213. Soil and Fertilizers—Credit, three hours.

In this course such subjects as soil-building, the use of commercial and farm manures, liming, terracing, drainage and the physical properties of soils are emphasized. Text supplied by school. Offered in Winter term.

MR. HOLLOWAY.

Agriculture 215. Advanced Vegetable Culture—Credit, three hours.

This course deals with the subject of vegetable production in much more comprehensive manner than course 53. Offered in Spring term.

MR. HOLLOWAY.

Agriculture 217. Agriculture Chemistry.

See in Department of Science, course 217.

MR. CORDREY.

Agriculture 255. Method in Agriculture—Credit, two hours.

MR. HOLLOWAY

DRAWING.

MISS BERNARD, MISS SCHICHTL.

Drawing 21. Public School Drawing—Credit, two-tenths unit.

Fall term. Four times a week. Laboratory fee \$1.

Paper cutting, drawing in water color, pencil and crayon. Illustration for primary grades. Elementary design. Simple construction, stick printing. Pictures appropriate for first three grades. Lettering.

MISS BERNARD, MISS SCHICHTL.

Drawing 22. Public School Drawing—Credit, two-tenths unit.

Winter term. Four times a week. Laboratory fee \$1.

Drawing in water color, pencil and crayon. Simple compositions in landscape and still life. Color, design and elementary stenciling. Primary handwork, construction and coping saw work. Posters in paper cutting and color. Booklets, calendars and note books. Lettering. Pictures for intermediate grades. Perspective.

MISS BERNARD, MISS SCHICHTL.

Drawing 255. Methods in Drawing—Credit, two hours

Spring term. Four times a week. Laboratory fee \$1.

Application for training, in Drawing 21 and 22, to work in grades. Problems for the grades. Outlines for year's work.

MISS BERNARD.

Drawing 221. Intermediate and Advanced Handwork—Credit, two hours.

Fall term. Four times a week. Laboratory fee \$1. Prerequisites—Drawing 21, 22 and 255.

Advanced projects in cardboard construction, desk blotters and calendars, boxes in card board and wood decorated with original designs, other projects suitable for work in

the grades. Evolution of the book, folders, booklets, portfolios, loose leaf note books, and books sewed and bound by hand. Stenciling and block printing on paper applied to end papers, book covers, etc. Work with enamelac, and permodello modeling.

MISS BERNARD.

Drawing 222. Applied Design and Advanced Handwork—
Credit, two hours.

Winter term. Four times a week. Laboratory fee \$1.
Prerequisites—Drawing 21, 22 and 221.

Principles of design. Application of original designs to projects of Domestic Art Department by stenciling and block printing, designs for embroidery, etc. Study of color in relation to design.

MISS BERNARD.

Drawing 231, 232, 233. Drawing and Painting—Credit,
two hours per term.

Laboratory fee \$1 per term. Elective. Charcoal and water color, pencil sketching; work from plant forms, flowers and still life; study of proportions of face and figure; composition, perspective.

MISS BERNARD.

Drawing 251. History of Art and Picture Study—Credit,
two hours.

Spring term. Laboratory fee \$1. Elective. Brief lectures on the History of Art with required readings. Picture study for the grades.

MISS BERNARD.

Drawing 261. Illustrative Drawing—Credit two hours.

Fall term. Four times a week. Laboratory fee \$1.
Prerequisites—Drawing 21 and 22.

Study of the face and figure. Composition. Pen and ink wash drawing, India ink and color, pencil sketching, charcoal, etc.

MISS BERNARD.

Drawing 262. Illustrative Drawing—Credit, two hours.

Winter term. Four times a week. Laboratory fee \$1.

Continuation of Drawing 261. Perspective. Principles of advertising arrangement. Poster work.

MISS BERNARD.

Drawing 263. Illustrative Drawing—Credit, two hours.

Spring term. Four times a week. Laboratory fee \$1.

Continuation of Drawing 262. Illustration of School Annual.

MISS BERNARD.

Penmanship—Credit, two-tenths unit. One term.

Muscular movement drills, study of letter forms, supervised practice.

MISS BERNARD, MISS SCHICHTL.

EDUCATION.

MR. HARRIN, MR. DENNEY, MISS SMITH, AND MISS———

The courses of this department are planned to aid in giving to the coming teachers of our State the intelligence, inclination, and ability to bring together properly, through careful method, the child and the things which are to touch, modify and mold his life. The culmination of this is found in the Training School, description of which may be found on a previous page. This work under the head of the department is in direct charge of Miss Smith and Miss -----.

Education 121. Elementary Education—Credit, three-tenths unit.

The teacher is introduced to child life; to a many sided individual who must be known to be trained. As far as possible the work is made experimental. Special attention is given to the work of the teacher as she confronts the class in actual work. Such topics as underlying principles, ends in teaching, assignments, teaching processes, art of questioning, oral presentation, teacher's preparation, lesson planning, pupil's work, are discussed and application to specific problems made. Basic text, Colgrove, "The Teacher and the School." Wide acquaintance with the easy literature of pedagogy is invited. Required of rural course students. Offered fall term and repeated on demand.

MR. HARRIN.

Education 122. Elementary Management—Credit, three-tenths unit.

This course aims to follow up the lines of Course 121, but giving emphasis to the work not coming regularly within the recitation. This includes qualifications of teachers, preparation before the first day of school, what to do on the first day, punishments, incentives, programs, standards of conduct, conditions of easy control, ventila-

tion, heating, influence of play, playground apparatus, formation of character. The Reading Circle Book is the basis though not the only required work. Required of Rural Course students. Given Spring and Summer terms, and repeated on demand.

MR. HARRIN OR MR. DENNEY.

Education 151. Rural Sanitation—Credit, three-tenths unit.

While our cities are having their much-needed "clean-up" campaigns, a similar need is found in the rural regions, though often needing different application. This course is designed to impress the rural teacher with the opportunity she has to carry the gospel of better health and living conditions to the rural region. This finds first expression in the school and from there leads out into the community. Elective. Given when sufficient demand.

MR. DENNEY.

Education 152. Community Activity—Credit, three-tenths unit.

This course is a companion to Course 151, and emphasizes plans and methods for organizing, first the school and then the community, for more active living in those possible, though unrealized and undeveloped, splendid rural conditions. Particularly in our consolidated rural schools is there found wonderful opportunity. Our Rural Course graduates here get a training for this feature of their work, where they meet not only the school need but the larger community need. Elective. Given when demanded.

MR. DENNEY.

Education 155. Special Methods and Reviews—Credit, fifteen-hundredths unit for each subject, given twice a week each, or four times a week for one-half term.

Classes will be organized during the year, as demand warrants, in method work peculiar to the primary grades and in method and reviews of more advanced work. Six courses required in Rural Course. These stand as pre-

liminary to teaching the same in the Training School, and should be planned for before offering for teaching. Later, separate classes will be organized in these reviews and methods for Rural Course students but at present they will enter the work in this line with those taking Education Courses No. 255, which see for descriptions.

MR. HARRIN.

Education 221. Educational Psychology—Credit, four hours.

This course includes a study of the nervous system, its structure, functions, and significance as a basis, followed by a study of mental phenomena directly usable and interesting to the teacher, such as: sensation, perception, memory, imagination, emotion, will, etc. The general purpose of the course is to impress the teacher with the fact that the child is the product of the forces that have touched his life; that he stands amenable to her school influence. It lays the foundation for the courses in method. Required of students in Licentiate's Diploma Course. Given every term. Text: Colvin & Bagley "Human Behavior."

MR. DENNEY.

Education 222. Educational Psychology—Credit, four hours.

This course continues the direction of Course 221, considering such topics as: aims in education, the function of the school, apperception, interest and the will, experience carried into habit, into judgment, final intrinsic values, development of ideals, the media of instruction, methods to be used, desired results. Course 221 a prerequisite. Required in Licentiate's Diploma Course.

MR. DENNEY.

Education 251. History of Education—Credit, three hours.

This course is a study of tendencies, reforms, new movements; designed to give the student a better understanding and appreciation of the present educational conditions and ideas. Little attention is given to oriental and medie-

val conditions. Emphasis is placed rather on those unmistakable influences that have changed and molded modern thought and practice. The work of Herbart, Rousseau, Pestalozzi, Froebel, Mann, Spencer, Harris receive attention. Our present position is carefully noted.

MR. DENNEY.

Education 252. School Management and Administration—Credit, three hours.

This course deals with the problems of organizing, opening and conducting a school, particularly touching those problems peculiar to our smaller towns and villages. The relation of the principal to his work as also of the regular teacher to the organization receives attention. The teacher is impressed with the importance of the school work as seen from other angles than that of the mere conduct of a recitation. Required in Licentiate's Diploma course. Offered regularly Winter and Spring terms, others on demand.

MR. DENNEY.

Education 255. Special Methods and Reviews—Credit, one and one half hours for each subject, given twice a week for one term or four times a week for one-half term.

These courses are designed to give latest, most approved methods of presentation in the lines listed below.

Group I.

- 255A, Methods in Primary Numbers.
- 255C, Method in Primary Reading.
- 255E, Method in Language.
- 255G, Method in Geography.
- 255I, Method in Story-telling.
- 255K, Method in Play and Games.

Group II.

- 255B, Method in Arithmetic.
- 255D, Method in Reading (General).
- 255F, Method in Grammar. (See Eng.)
- 255G, Method in Geography.

255H, Method in History. (See Hist. 11.)

255K, Method in Play and Games.

Group III.

255 and 155 Method courses as listed under the different departments, which see for descriptions.

Students should choose from the above groups in line with their need as governed by the teaching they intend to do.

Group I required in Primary Licentiate of Instruction Degree Course.

Group II required in Intermediate Licentiate of Instruction Degree Course.

Equivalent of Group I or II chosen from Group III required for High School Licentiate of Instruction Degree. (Selection to be made under advice of Department of Education and Departments in which Group Election is made.)

MR. HARRIN.

Education 257. Observation, Lesson Planning, Special Teaching and Conference—Credit, three hours.

This is intended as a transition course from Educational Psychology to the work of teaching in the Training School. Observation of actual teaching will be required and this later discussed. Lesson plans in line with assignment heard will be made out, considered and criticised. Occasionally the student will take a regular or special class and test his plans. Licentiate's Degree students will observe in the Training School, and in nearby public schools where possible. (Rural Certificate students will use the Training School, public schools, and our affiliated rural schools.) Required of Licentiate's Degree students as a prerequisite to Teaching 259.

MR. HARRIN.

Education 259. Practice Teaching in Training School—Credit, ten hours.

Required of all Licentiate's Diploma Course students, for rounding out teaching ability, the goal of all Normal School work. One-half day for one term of twelve weeks

or the equivalent required. (Those teaching in the High School Department count by subjects equivalent to above.) Course 257 is a special prerequisite. So far as possible Courses 255 should precede. Based on the previous preparation effort is made to give the teaching experience of this term where the student teacher is weakest and in grade and subject best fitted to the need.

MR. HARRIN, MISS SMITH, MISS—————

Education 159. Practice Teaching in Training School or Affiliated Rural Schools—Credit, three-tenths unit.

Required of Rural and Home Economics Course students. Rural Course students will occupy a part of their time in special observation and lesson planning, in addition to experience in conduct of a room or teaching of classes. Individual needs will be studied and met. Six approved Courses of Ed. 155 should precede. Home Economics students should have taken certain prescribed departmental courses. (See Home Economics 256C and 256S for added teaching work).

MR. HARRIN, MISS SMITH, MISS—————

Education 271. Cadet Teaching—Credit, one and one-half hours (usually).

Occasionally opportunity is given for extra activities—preliminary teaching work, usually the conduct of a single class needing extra attention; coaching of needy pupils; assistant work in other departments. Taken under special arrangement. Credit according to time required, usually as above.

MR. HARRIN.

Education 272. Child Psychology—Credit, three hours.

An elective course for those prepared through educational psychology. The child is seen from a genetic point of view. Individual differences are noted. The Binet Test is applied. The necessity of knowing the child is thoroughly impressed. The curriculum comes to be seen in a new light and child life takes on a new meaning.

MR. DENNEY.

Education 273. Psychology of Adolescence—Credit, three hours.

Here we get a study of the child in the later period of his development. Given once a year and whenever opportunity and demand may dictate after natural prerequisites completed.

MR. DENNEY.

Education 274. Mental Measurements—Credit, three hours.

This course attempts to give an understanding of the theory and practical application of both group and individual intelligence tests. The course will attempt, in so far as possible, to work out the best teaching plans and devices to use with pupils of different intelligence levels. Required in the primary grade L. I. course. The course should follow Education 221 and 222.

MR. DENNEY.

Education 275. Educational Standards and Measurements—Credits, three hours.

Teachers are led to see the results of teaching, not as teachers and pupils think those results are but as standards determined by scientific measurements in the different subjects show them to be. The different kinds of measuring tests are examined and evaluated. The teacher enters on her work ready to determine whether or not the school in which she works is measuring up to the standard to which it should. "Test, not guess," becomes the watchword. Open, after conference, to those with sufficient psychological foundation.

MR. DENNEY.

Education 277. High School Administration—Credit, three hours.

Origin and history of the High School, correlation with the grades, courses of study, student life, self-government, requirements, electives, courses of study, relation to college methods of instruction receive attention. Offered once or more a year as demand warrants.

MR. DENNEY.

Education 278. Principles of Education—Credit, three hours.

A more extended inquiry into the psychological and social conditions governing a few of the leading educational questions of the day are given notice. Intended only for those who wish to get a deeper insight into the forces that have made and are now making courses of study and shaping the curriculum of our schools. To be offered when sufficient demand.

MR. HARRIN.

NOTE.—Resident and correspondence courses will be given, on demand, for County Superintendents and those preparing to take up the work along that important line.

ENGLISH.

MR. MEADORS, MISS WALDRAN, MISS MITCHELL

English A-B. English Grammar—No credit.

This course is offered to meet the needs of those who have not had a sufficient grade course in this subject, and to furnish opportunity for review to those seeking to prepare for teachers' examination.

MISS MITCHELL

English 11. Advanced Grammar—Credit, three-tenths unit.

The purpose of this course is to test the student's knowledge of the subject in general, and to give him a more thorough grasp of it as a foundation for teaching it. Any student claiming credit in high school grammar will be given ample opportunity to establish that grade by taking sufficient tests.

MR. MEADORS

English 11s. Spelling—Credit, two-tenths unit.

The purpose of this course is two-fold: first, to make a survey of the causes of misspelling, and second, to suggest a remedy for correcting them. Stress is laid on commonly misspelled, rather than on uncommon words and technical terms. Much drill in spelling.

MISS MITCHELL

English 13. Oral English—Credit, three-tenths unit.

This course is offered especially for those taking the Rural Teachers' Course, but any one found defective in oral speech in any of the forms that show themselves in ordinary conversation, may be required to take this course. No one may elect this course without the consent of the head of the department.

MR. MEADORS

English 15. Juvenile Literature—Credit, three-tenths unit.

This course is designed to prepare Normal School stu-

dents to teach the simple poems and stories that the children of the grades should know and love. Its purpose is to open a way to the study of literature by developing the meaning of the works selected, and by teaching effective methods of presentation. Library lists for the grades will be made; and story-telling will be an important feature of the course.

MISS WALDRAN

Note—Courses 13 and 15 are required of those taking the Rural Teachers' Course, and 13 and 15, of those taking the Primary or Intermediate (L. I.) Course in lieu of courses 232 and 233.

English 31, 32, 33. Composition and Rhetoric—Credit, three-tenths unit per term, one unit for three terms.

It is the purpose of this course to give the student a working knowledge of the principles of rhetoric. A minimum of theory with a maximum of practice. Language habit through daily exercises in oral and written composition. The sentence and the paragraph are stressed. Occasional longer compositions.

MISS WALDRAN AND MISS MITCHELL

English 57. Theme Writing—Credit, three-tenths unit.

Ease and facility in the expression of thought are sought in this course. It aids the instructor, also, to test those students who claim to have had the equivalent to courses 31, 32, 33. Any deficiency in grammar and elementary composition must be met before going further.

MISS WALDRAN AND MISS MITCHELL

English 87, 88. American Literature—Credit three-tenths unit per term.

A consideration of the social and the intellectual forces in American life and history as they have found expression in our representative literature. Helleck's American Literature will be used as a basis for discussion, and special attention will be given to New England and Southern

authors. A number of classics will be carefully studied in class and much outside reading will be required.

MISS WALDRAN AND MISS MITCHELL

English 131, 132, 133. English Literature—Credit, three-tenths unit per term, one unit for three terms.

A study of the history of the periods, and the biography and the choicest selections from the representative men of letters from Chaucer to Tennyson. The first term will include a study from Chaucer to Shakespeare; the second term, from Milton to Johnson; the third term, from Wordsworth to the present day.

MISS WALDRAN AND MISS MITCHELL.

English 231, 232, 233. Rhetoric—Three hours credit per term, ten hours for three terms.

Abundant practice in planning, outlining and writing themes in the four forms of discourse, with stress on exposition and argumentation. As a basis for this work, a prose reading course is carried on. Models are studied in class. Though the higher qualities of style are sought, they are subordinated to those of clearness and force. One day each week is given to oral composition.

MR. MEADORS

English 251. English Prose—Credit, three hours.

The opportunity for the reading of the best English prose is afforded by this course. Stevenson, Macaulay, Lamb, DeQuincey, Thackeray, Burke, Carlyle will be studied in class. Assignments for outside reading for reports. Theme work based on the reading.

MISS WALDRAN

English 253. American Prose—Credit, three hours.

This course offers a variety of American prose for study. The essay, narrative and descriptive (Irving); the essay, meditative and philosophical (Emerson); the short story (Poe and Hawthorne); the oration (Webster and Lincoln).

MISS WALDRAN

English 255. Methods in English—Credit, one and one-half hours.

This course is designed to furnish helpful suggestions and materials in language and grammar for the grades above the fourth. Method and matter are presented together as far as possible. The relation of English to the other branches and how to make them contribute to the teaching of English, are discussed in class.

MR. MEADORS

English 257. The English Drama—Credit, three hours.

The rise and the decline of the drama, its technique. Early miracle and morality plays assigned for outside reading. As wide a reading of Shakespeare as time will admit.

MR. MEADORS

English 271. Nineteenth Century Prose and Poetry—Credit, three hours.

A study of English literature from Wordsworth to Kipling, including Coleridge, Byron, Carlyle, Macaulay, Browning and Tennyson, and a few of the lesser writers to the present time. This is an elective, cultural course intended to lead the student to an appreciation of some of the world's best literature in the form of story, novel, essay, lyric and narrative poetry. Stress upon oral reading and class discussion. Enough work will be assigned for outside reading and composition to give the student active participation worthy of the credit assigned to it. The course is for those electing English as a major, and is open to others by consent of the department.

MISS WALDRAN.

English 275. Present-Day Prose and Poetry—Credit, three hours.

The aim of this course will be to acquaint the student with what is best in the more recent fiction and poetry. Special emphasis upon representative American writers and their tendencies. Typical short stories and novels will be read in connection with Phelps' "The Advance of

the English Novel." In the study of poetry, Hutchinson's High Tide, Songs of Joy and Vision from the Present-Day Poets, Braithwaith's Anthology will be used.

MISS MITCHELL

English 277. The Teaching of Literature—Credit, three hours.

A brief survey of the different types of literature will be made, and as much illustrative reading be covered in class as time permits. Principles for the selection of appropriate classics for reading and study in the upper grades and in the high school will be considered carefully. Efforts will be made to develop in the prospective teacher a broader appreciation of literature as he gains knowledge of its theme and technique. Every student who contemplates majoring in English is expected to take this course. Open to any one who has had the equivalent of a high school course in literature.

MISS WALDRAN.

English 279. Method in High School English—Credit, three hours.

This course is required of all who elect to teach English in the high school, open to others who may be ready for it. The scope of the work is that of structural English (language, grammar, and composition). Lesson plans; outlines and notes for book reports. Discussion in class and reports on outside reading. The history of the teaching of grammar and composition.

MR. MEADORS.

English 321, 322. Advanced Composition—Credit, three hours.

Prerequisites—Courses 231, 232, 233.

It is designed to give the student practice in writing clear and forceful exposition. Readings, themes, and conferences.

MR. MEADORS.

English 351. English Prose Fiction—Credit, three hours.

A careful study is made of the writers of fiction as

well as of their writings. Dickens, Thackeray, Eliot, Austin, Scott, Hardy, and others, if time admits, are studied. Lectures, reports.

MISS WALDRAN.

English 353. Milton—Credit, three hours.

Lectures, readings, and conferences on Milton, his prose and poetry. A critical study of his masterful epic is made.

MISS MITCHELL.

English 357. The Short Story.—Credit, three hours.

The purpose of this course is to give the students the correct notion of the short story, its technique, and its modern trend, and to furnish ample opportunity for wide reading and for practice in writing this form of fiction. Lectures, and recitations.

MR. MEADORS.

Library Training Course 211—Credit, three hours.

The aim of this course is to teach the student how to use a library intelligently, how to establish one in her school, how to teach her pupils to use a library, and how to connect the school and the library as a means of education.

MRS. WILSON.

EXPRESSION.

MISS KIRKLAND.

The Department of Expression is recognized by the Arkansas State Normal School as an important factor in the educational line of work. This course is based upon the laws of nature,—the outward expression of the inward emotion.

“He is the greatest artist then,
Whether of pencil or of pen,
Who follows Nature, never man,
As artist or as artisan,
Pursuing his own fantasies
Can touch the human heart or please
Or satisfy our nobler needs.”

Henry W. Longfellow

It is the aim of this course to teach the student to read; to overcome bad habits of speech; to develop ease of manner and grace of body; to secure proper enunciation and pronunciation; to enable the student to enjoy, appreciate, and interpret the printed page and to express the thought and feelings of the human soul.

First Year. Physical culture; training of the voice, which leads to articulation, pronunciation and tone production; deep breathing; a study of the fundamental principles of Expression; analytical study of selections.

Second year. Physical culture; training of the voice; elementary gesture; pantomime; characterization; story telling; study of selected poems; recitations.

Third year. Physical culture; training of the voice; Browning and Tennyson; interpretative study of characteristic poems; study of plays.

Fourth year. Shakespeare; study of dramatic literature; dialect readings; orations; selected study of readings; monologues.

Students taking the Expression course of one year will receive three lessons a week as follows: (1) One private lesson of one-half hour. This includes recitations or readings and special individual needs of the pupil. Text: "Evolution of Expression" by Emerson, Vol's. I, II, III, and IV. (2) One class lesson of one hour. This includes readings, public speaking, story telling, physical culture, vocal exercises, pantomime, etc. Texts: "How to teach Reading in the Public Schools" by Clark and "Principles of Expression" by Morse. (3) One dramatic art lesson of one hour. This course includes study of courses outlined by the Drama League of America, stage technique, make-up, costuming, and presentation of plays.

Class and public recitals are given frequently during the year. This enables the pupil to gain poise before an audience. Examinations will be given at the close of each term. A gold medal will be awarded by Miss Kirkland at the end of school to the student who does the best work in Expression during the whole year.

Credit, two hours per term. Price,—\$25 for term of twelve weeks, payable in advance. Childrens class, one hour a week, term of twelve weeks, \$10 payable in advance.

HISTORY.

MR. MCBRIEN, MR. SHORT.

Review and non-credit courses are designed to meet the needs of those who are deficient in the grade school work in history, or who desire to review for the county examinations for teacher's license.

History A. Review of United States History—No credit.

A one term course covering briefly the whole field of United States history from earliest time to the present. Text: Bourne and Benton.

MR. MCBRIEN AND MR. SHORT.

History B. Arkansas History—No credit.

The relation of Arkansas to national expansion, immigration, Indian movements, growth of industries, social development, and governmental changes are considered along with the growth of the state in the development of its resources, educational system, and its future possibilities and opportunities.

MR. SHORT.

History C. Review in Civil Government—No credit.

In this course will be considered more in detail the machinery of our government; the working of our county, state and national government in all its branches and departments. Text: Boynton's School Civics.

MR. MCBRIEN AND MR. SHORT.

History 11. American History and Grade Methods in History—Credit, three-tenths unit.

A correlation of the historical subject matter required in the grades with the methods of teaching it. A good general knowledge of the field of U. S. history is prerequisite to satisfactory work in this course. Students lacking this will be required to take History A. One-

half of the credit here given is considered as the equivalent of Education 255 h. (See catalogue description of Department of Education.)

MR. MCBRIEN.

History 13. Community Civics—Credit three-tenths unit.

The aim of this course is to acquaint the student with his duties as a citizen, and to show him his relationship to his government—local, state and national. Text: Hughes Community Civics.

MR. SHORT.

History 131, 132, 133. World Development—Credit three-tenths unit per term. One unit for three terms.

A course in the essentials of European History; ancient, medieval, and modern to 1763. The work of the final term will include the colonial foundations of American history as well as establish a basis for the study of Modern European History. Text: Webster's Early European History.

MR. MCBRIEN AND MR. SHORT.

History 151. American National History—Credit, three-tenths unit.

A study of the national life and development of the United States from 1763 to the present time. Courses 131, 132, 133 or their equivalent are prerequisite to this course. Text: Muzzey's An American History.

MR. SHORT.

History 155. Grade Method—Credit, fifteen-hundredths unit.

See Education 255 h and History 11 for explanation of this course.

MR. MCBRIEN.

History 179. Industrial History—Credit, three-tenths unit.

Social and economic conditions in early Europe and America will be noted and compared. Industrial revolu-

tions will be considered in their relation to modern industrial conditions. The resultant social, economic, and political situations will be studied also.

MR. MCBRIEN.

History 231. The American Nation, 1763 to 1824—Credit, three hours.

A brief summary of colonial and revolutionary times will be followed by a study of the development of the Federal system of American government down to the time of Jackson and the beginning of the more acute stages of the agitation over States' Rights and the Nationalistic theories. Text: Johnson, Union and Democracy.

MR. MCBRIEN.

History 232. The American Nation, 1824 to 1865—Credit, three hours.

A continuation of History 231, dealing with the "middle period" of American History. Text: Dodd's Expansion and Conflict.

MR. MCBRIEN.

History 233. The American Nation, 1865 to the Present—Credit, three hours.

A continuation of History 231 and 232, and giving especial attention to the social, economic, industrial, and political tendencies of recent years. Text: Paxson's, The New Nation.

MR. MCBRIEN.

History 245, 246. Economics—Credit, four hours per term.

A two term course in the elements of economics and economic theory. Only the foundational principles of the subject will be considered. Text: Johnson's Introduction to Economics.

MR. MCBRIEN.

History 237, 238, 239. Modern Europe—Credit, three hours per term.

A three term study in modern European history in

which the growth of the ideas of nationality, constitutionality, and equality before the law is emphasized. The growth of industrial and social changes and the effect of this or recent political and economic movements will also be considered. Texts: Robinson and Beard's Development of Modern Europe, Volume I and II, and Robinson and Beard's Readings. Much reference work required.

MR. SHORT.

History 253. Problems of American Government—Credit, three hours.

A study of modern problems of government and society such as poverty, unemployment, labor, capital, crime, business combinations, education, etc. Text: Towne's Social Problems.

MR. MCBRIEN.

History 255. The Teaching of History—Credit, three hours.

A course in the methods of teaching history in the high school. The problems common to all teachers of high school history will be faced and an effort made to practically deal with them.

MR. MCBRIEN.

History 257. The World War—Credit, three hours.

A study of the causes and the chief events of the recent war, and the consideration of the problems of the present period of reconstruction.

MR. SHORT.

History 261, 262, 263. English History—Credit, three hours per term.

A study of the racial, national, institutional, and political development of modern England, noting the transition from the English Kingdom to the British Empire, and including a study of its international relationship. Text: Cheyney's Short History of England and Cheyney's Readings in English History.

MR. MCBRIEN.

DEBATING.

MR. MCBRIEN, MISS MITCHELL.

Debating 115. Elements of Debating—Credit, three-tenths unit.

A practical course in the elements of debating and argumentation. The course extends over two terms, meeting twice a week for discussion and practice. Text: Lyon's Elements of Debating.

MR. MCBRIEN.

Debating 215. Team Membership—Credit, variable.

Open to those who make the school teams in competitive tryouts. Credit: first team, three hours; alternates, three tenths unit; and associates, one tenth unit.

MR. MCBRIEN AND MISS MITCHELL.

HOME ECONOMICS.

MISS —————, MISS CHRISTIAN, MISS CASEY.

Home Economics 51. Sewing for Rural Schools—Credit, three-tenths unit.

Four times a week. Laboratory fee 50 cents.

This course is designed to meet the needs of all persons desiring to take Rural Teachers' course. It includes the beginning principles of hand and machine sewing, drafting and use of commercial patterns and methods of teaching. These principles will be applied on simple practical articles that may be made in any rural school.

MISS —————.

Home Economics 61, 62, 63. Principles of Sewing—Credit, three-tenths unit per term. One unit for three terms.

Five times a week. Laboratory fee 50 cents.

This course gives a general knowledge of garment making by hand and machine, with special attention given to methods. Topics: Commercial patterns, their interpretation, use and alteration; Principles of pattern drafting;

Sewing machines; Seams and finishes for wash materials. Practical application; a handmade corset cover, a kimona, night-gown, combination undergarment, petticoat, middy blouse and wash dress.

MISS————— AND MISS CASEY.

Home Economics 257. Principles of Dressmaking—Credit, three hours.

Spring term. Five times a week. Laboratory fee 50 cents. Prerequisites—Home Economics 61, 62, and 63.

This course in home dressmaking designed to meet the needs of high school teachers. Topics: Free pattern cutting, adaptation of commercial patterns. Practical application; white wash skirt and a thin dress.

MISS—————.

Home Economics 251. Textiles—Credit, three hours.

Spring term. Four times a week. Laboratory fee 50 cents.

This course gives a survey of textile materials used for clothing and household purposes. Topics: Fibers, development of the textile industry; fabrics, their use and cost; tests of fibers and adulteration; cleaning and dyeing, and laundering of different textiles. Text book: Textiles, Woolman and McGowan.

MISS—————.

Home Economics 255. Problems In Sewing for the Grades—Credit, three hours.

Winter term. Five times a week. Laboratory fee 50 cents. Prerequisites—Home Economics 61 and 62 or their equivalent.

This course consists of planning definite courses in sewing for elementary grades and high school. Representative problems in each grade are worked out with special reference to methods and to the cost, utility and practicability of the articles and garments.

MISS—————.

Home Economics 261, 262, 263. Millinery and Advanced Dressmaking—Credit, three hours per term.

Fall, winter and spring terms. Laboratory fee 50 cents per term. Prerequisites—Home Economics 61, 62, 63, 257 and 251.

This is a course in home millinery and advanced home dressmaking. The millinery is offered in connection with the dressmaking in order to work with both summer and winter materials. Topics: Making and covering frames; trimming of simple hats, renovating and remodeling; free pattern cutting; advanced pattern drafting; planning girl's wardrobe; making of a wool dress and a silk one.

MISS—————.

Home Economics 271. Applied Design and Advanced Handwork—Credit, one hour.

Fall term. Two times a week. Laboratory fee 50 cents.

Prerequisites—Home Economics 61, 62 63, and Drawing 121 or taken in connection with Drawing 121.

This course is correlated with the Industrial Art department. Designs in stenciling, block printing, cross stitch, embroidery, darning, etc., will be worked out in the Art department and applied in the sewing department.

MISS—————.

Home Economics 275. House Planning, Decoration and Furnishing—Credit, three hours.

Winter term. Four times a week. Laboratory fee 50 cents.

This is a non-technical course in which the problems connected with the planning, decoration and furnishing of the home are considered. Topics: development of shelter, building sites; types of houses; types of floor plans; arrangement of rooms; lighting; wall and floor coverings; color in relation to house furnishings; furniture. Trips are made to the shops to examine furniture and rugs.

MISS————— AND MISS BERNARD.

Home Economics 256S. Practical Teaching in Sewing—
Credit, one hour.

Winter and spring terms. One time a week.

This course gives the student an opportunity for actual teaching of Home Economics. Each student specializing in Home Economics will be required to demonstrate her ability to teach elementary courses in this subject.

MISS—————.

Home Economics 15. Cooking in Rural Schools—Credit,
three-tenths unit.

Two double periods and one single period a week.

Discussion of special rural school problems such as equipment, presentation of subject matter, correlation with other subjects, the school lunch, etc. Laboratory work done under average rural school conditions and suited to the needs of the rural school pupil.

MISS CHRISTIAN.

Home Economics 31, 32, 33. Principles of Cookery—Credit,
three-tenths unit per term. One unit for three terms.

This course consists of (1) a study of the production, manufacture and composition of typical foods, their classification according to the food principles contained therein, and the study of the relation of these to the needs of the body; (2) a study of the fundamental scientific principles underlying the cookery processes and their application in the cooking of typical foods; (3) a study of the principles involved in the cleaning and caring for the various sorts of utensils and materials found in the kitchen.

MISS CHRISTIAN AND MISS CASEY.

Home Economics 211. Hygiene—Credit, two hours.

This course includes a consideration of the fundamental principles governing the human body, the prevention of disease, and the improvement of health by hygienic means; the relation of right living to health and personal character.

MISS CHRISTIAN.

Home Economics 212. Home Nursing.—Credit, three hours.

This course deals with the home care of the sick and first aid work.

MISS CHRISTIAN.

Home Economics 213. House Sanitation.—Credit, two hours.

A study of the house—its site, construction, and arrangement, its furnishings and equipment, the problems of ventilation, heating, lighting, and plumbing—in relation to man's requirements for cleanliness and health.

MISS CHRISTIAN.

Home Economics 214. Nutrition and Dietetics.—Credit, two hours.

In this course the food needs of the different members of the typical family group—men, women, infants and children—are discussed, as well as special diets for the sick and convalescent.

MISS CHRISTIAN.

Home Economics 221, 222. Home Cookery.—Credit, two hours per term.

One recitation and one double period per week. Prerequisites—H. E. 31, 32, 33, and 214.

This course is intended for students who are preparing to teach Home Economics and for those who desire training for the home. It includes the planning, preparation, and serving of meals with special emphasis on food requirements.

MISS CHRISTIAN.

Home Economics 253. Demonstration Cooking.—Credit, two hours.

This is a preparatory course for teachers or demonstration agents to give practice in talking to a class or an audience while working with the hands. It should develop poise and self-confidence in the student.

MISS CHRISTIAN.

Home Economics 254. Household Management—Credit, two hours.

This course includes consideration of the division of the income, the choice, furnishing and care of a home, the planning of work, etc., in order to accomplish maximum results with minimum expenditure of the housewife's resources—money, time, and muscular and nervous energy. The last part of the course deals with child welfare. A semester paper on some subject pertaining to the home or home-maker is required.

MISS CHRISTIAN.

Home Economics 255C. Methods in Teaching Home Economics—Credit, two hours.

Special attention is given to the function of Home Economics teaching, the subject matter and method of presentation, the choice and arrangement of equipment and the installation of the work.

MISS CHRISTIAN.

Home Economics 256C. Practice Teaching in Cooking—Credit, one hour. Two terms, one period a week.

Each candidate for the Home Economics Certificate will be required to demonstrate her ability to teach elementary courses in this subject before her certificate is granted.

MISS CHRISTIAN.

Physical Training—Credit, one-tenth unit per term. Three terms. Two times a week.

This course includes regular calisthenic exercises, marching, folk dancing, and singing games. It is both corrective and recreational in character.

MISS———.

LATIN.

MR. CUBAGE.

Latin 31, 32, 33. Beginners Latin—Credit, three-tenths unit per term, one unit for three terms.

Four times a week. D'Ooge's Latin for Beginners. Careful drill on pronunciation, forms and vocabularies.

MR. CUBAGE.

Latin 131, 132, 133. Caesar—Credit, three-tenths unit per term, one unit for three terms.

Book I. Review pronunciation and Latin forms. Study of uses of cases, moods, indirect discourse, etc. Daily work in Latin Grammar.

Book II. Continuation of reading, much attention given to uses of cases, moods, indirect discourse, etc.

Books III and IV. Composition continued. Construction stressed. Much sight reading. Text: Allen and Greenough.

MR. CUBAGE.

Latin 261, 262, 263. Cicero—Credit, three hours per term.

Four Orations against Catiline. A hasty review of forms. Much attention to construction, with special emphasis to the cases. Review principles of syntax. Composition and much sight reading. Text: Allen and Greenough.

MR. CUBAGE.

Latin 291, 292, 293. Virg'il—Credit, three hours per term.

Five books of Virgil. Forms and constructions studied. Attention to quality, rhythm and versification. Scansion and much sight reading. Mythology. Papers prepared on assigned topics. Text: Greenough and Kittredge.

MR. CUBAGE.

Latin 255. Methods in Latin—Credit, three hours.

This course embodies a review of Latin 31, 32, 33, to-

gether with a study of methods of teaching those courses.

MR. CUBAGE.

Latin 256. **Mythology**—Credit, three hours.

Latin 331. **Cicero's De Amicitia**—Credit, three hours.

Latin 332. **Livy Books I and II**—Credit, three hours.

Latin 333. **Horace's Odes and Epodes**—Credit, three hours.

MANUAL TRAINING.

MR. COOLEGE.

The courses in Manual Training will emphasize the needs of the rural and the village schools. As this is largely a laboratory course the work will consist principally of shop work, but some outside reading and lectures will be given also.

The student will work out a number of projects involving the elemental problems of wood working and a knowledge of the essential tools.

The reading and lectures will take up the discussion of such problems as: The History of Manual Training and its place in the Public Schools, Tools Used and How to Care for them, Materials, Where and How to Get Them, How to Equip a Shop, How to Make out a Course of Study and other subjects of interest to a teacher.

Manual Training 31, 32, 33—Credit, two-tenths unit per term.

A years course in woodworking for beginners.

Manual Training 131, 132, 133—Credit, two-tenths unit per term.

A years course in advanced woodwork.

Manual Training 41—Credit, two-tenths unit.

Beginners course in mechanical drawing.

Manual Training 42—Credit, two-tenths unit.

More advanced work simple machine drawings.

Manual Training 43—Credit, two-tenths unit.

A continuation of 42.

Manual Training 255—Credit, three hours.

A course in methods of teaching manual training.

Prerequisite—At least one year of shopwork.

MATHEMATICS.

MR. ESTES, MISS CARAHER.

Mathematics A. Arithmetic—No credit.

Fall term, four times a week. Text: Phillips & Anderson's Complete Arithmetic. A review to percentage.

MISS CARAHER.

Mathematics B. Arithmetic—No credit.

Winter term, four times a week. Continuation of A. Text completed.

MISS CARAHER.

Mathematics 11. Oral Arithmetic—Credit, three-tenths unit.

Fall and Spring terms, four times a week. A drill course stressing short cuts in number combinations, designed to develop speed, accuracy and power independent of pencil and paper.

MISS CARAHER.

Mathematics 31, 32, 33. Algebra—Credit, three-tenths unit per term, one unit for three terms.

The first term of this course is for beginners in algebra. Courses 32 and 33 continue the subject to the completion of high school algebra.

MR. ESTES.

Mathematics 131, 132, 133. Plane Geometry—Credit, three-tenths unit per term, one unit for three terms.

Four times a week. Prerequisite—Mathematics 33 or its equivalent. Mathematics 131 covers Book I; Mathematics 132 covers Book II and III; Mathematics 133 covers Books IV and V.

MR. ESTES.

Mathematics 215. Higher Arithmetic—Credit, three hours.

Spring term, three times a week. Prerequisite—Mathematics 33 and 11. Time will be given to increase of arithmetical knowledge, but the emphasis will be on methods of presentation, on causes of inefficiency of both pupil and teacher, on ways of obtaining better results.

MISS CARAHER.

Mathematics 217. Solid Geometry—Credit, three hours.

Three times a week. Prerequisite—Mathematics 131, 132 and 133. As in Plane Geometry, with added emphasis on application to science, to other mathematics and to every day life.

MR. ESTES.

Mathematics 221, 222. Plane Trigonometry—Credit, three hours per term.

Three times a week for two terms. Prerequisite—Mathematics 33 and 133.

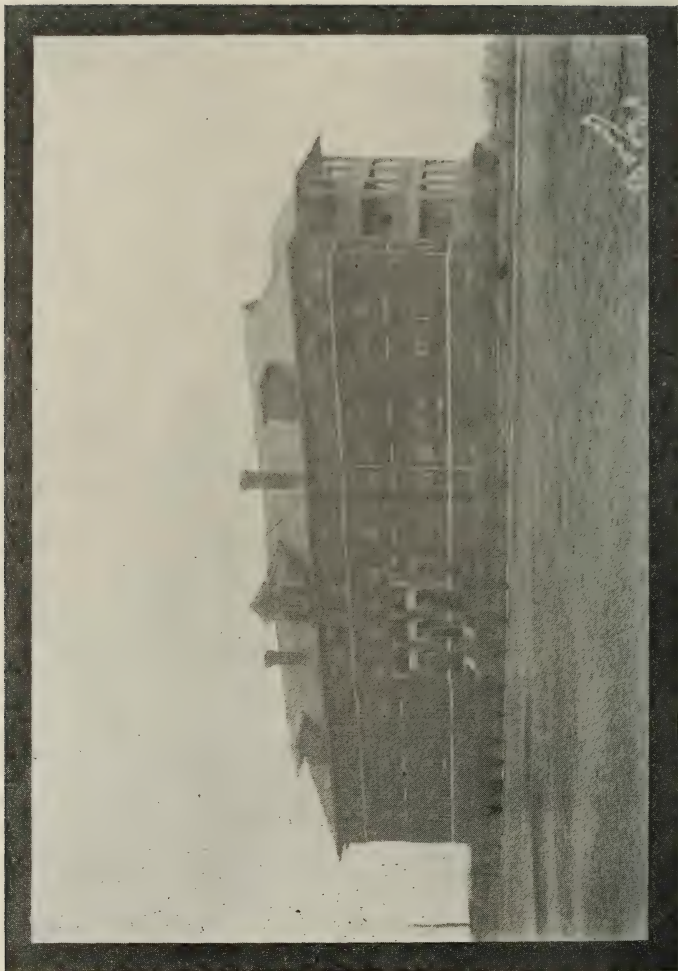
MISS CARAHER.

Mathematics 241, 242. College Algebra—Credit, three hours per term.

Three times a week. Prerequisite—Mathematics 33, 133; Science 163. Generalization and extension of principles introduced in Mathematics 33; development of student's ingenuity and ability to do special work; attention to arrangement for presentation, to the selection of important principles from other subjects and their application to the problem at hand.

MISS CARAHER.

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS



DOYNE HALL.

Mathematics 253. Spherical Trigonometry—Credit, three hours.

Three times a week. Prerequisite—Mathematics 217 and 222.

MR. ESTES.

Mathematics 261, 262, 263. Analytic Geometry—Credit three hours.

Three times a week. Prerequisite—Mathematics 222 and 241.

MR. ESTES.

Mathematics III. Bookkeeping—Credit, three-tenths unit.

Four times a week. Prerequisite—Mathematics II or its equivalent. An elementary course in bookkeeping sufficient to enable the student to keep a simple set of books such as would meet the needs of a one-man business.

MISS CARAHER.

Elective courses 215 and higher, will be given as and only as demand warrants. Usually those running two terms will be begun in fall and spring, while three termed courses will be begun in fall only. Courses 215, 217, 222 and 242 with their prerequisites will in general be necessary for special recommendation of mathematics as a departmental subject upon a diploma.

MUSIC.

MR. HESS, MISS PYLE.

Music 21, 22. Sight Singing—Credit, two-tenths unit per term.

Four times a week. This is a beginning course in music and is composed of sequential scale study leading to dictation, oral and written, sight singing and rote singing. About fifty rote songs are taught in Course 21. Those wishing to learn methods of teaching music or to learn the rudiments of music should take this course. Course 22 is a continuation of Course 21 with more advanced work.

MR. HESS.

Music Appreciation and History of Music—Credit, two-tenths unit.

This course is included in Music 21 and 22. The work will be based on "Listening Lessons in Music" by Freyberger and "What we hear in Music" by Faulkner, and will consist of studying music in its various forms and of different nations. Grand Operas and Oratorios will be studied and the student will be made familiar with the best in music. This work will be demonstrated with a Victrola.

Music 131, 132, 133. Chorus—Credit, one-tenth unit per term.

Fall, Winter and Spring terms. Two times a week.

MR. HESS.

Glee Club—Credit, two-tenths unit.

Both boys' and girls' Glee Clubs are maintained, meeting two times a week. These organizations furnish music for various functions throughout the year and much valuable practice and experience is gained.

MR. HESS.

Music 211. Harmony—Credit, three hours.

Four times a week. Prerequisites—Music 21 and 22 or advanced work in piano or violin.

This is a course in elementary harmony which will include intensive study of triads and their inversion, cadences, analysis of melody, dominant seventh chord and its inversion, harmonizing and composition.

MR. HESS.

Band—Credit, two-tenths unit.

A good band is maintained which plays at all school functions and is one of the most popular organizations of the school. Students who have band instruments are urged to bring them. A full set of band instruments are owned by the school and those wishing to learn to play a band instrument will be given instruction free by the band director.

MR. HESS.

Supervisors Course—Credit, three hours.

Four times a week. Prerequisites, Music 21, 22 and 211, which covers the work for the first four grades of school including child voice, changing boy and girl voice, monotones etc. This course will cover work for the fifth, sixth, seventh and eighth grades, Junior High and High School, which includes chorus directing, methods etc. To those who wish to become special teachers of music or Public School Music Supervisors this special course is offered.

MR. HESS.

Voice Culture—Credit, two-tenths unit.

Private lessons in Voice are given which includes correct voice placing, breath control, tone emission and all the points which lead to a correct and artistic singing. Not only is the pupil prepared vocally to do artistic work but special attention is given to song interpretation and the best of our music is studied. Many opportunities are given the student to appear in public throughout the year.

Two lessons a week. Price—\$25 per term.

MR. HESS.

Piano—Credit, two-tenths unit per term.

Technique. Tone, balance; hand-shaping; crossings and stretches; double notes, scales and arpeggio forms in all keys and combinations; touches; legato and staccato, hand, wrist and arm movements, octaves, chords and expression.

The courses in Piano are divided as follows:

First Elementary. Lambert Beginners Method, Mrs. Crosby Adams First Lessons and Preliminary Studies, Gurlitt Technique and Melody Book I, Mozart and Kohler Studies and Pieces.

Second Elementary. Beethoven, Krause, Kohler and Mozart Sonatinas, Gayner pedal Studies, Streabbog Op. 62, Lambert's Course Vol. I, Mrs. Adams five tone Sketches and Studies.

First and Second Junior Studies. This introduces a wider outlook upon such points as phrasing shading and more complicated rhythms. Bach Beginners Book I, Kohler School of Velocity, Beethoven Sonatinas Op. 49, Bach Preludes and Fugues, Mozart Sonatas in C and G, Berens School of Velocity Op. 61 Book I, Loeschorn Studies.

First and Second Intermediate Grades. Bach's two-part and Three-part Inventions, Berens Velocity Studies Op. 61 Book II, Cramer Studies Book I, Heller Op. 78 Nos. 4 and 6, Mozart Sonatas, Schytte Modern Etude Cycle Op. 174 Book I, Czerny Velocity Studies Book I, Mozart Rondo in A Minor.

Advanced. Scales, broken chords arpeggio and fingers work in 3 and 4 octaves and velocity forms, major and minor parallel and contrary motion. Beethoven Sonatas Op. 27 Nos. 2, 31, and 36, Bach Clavichord, Mendelssohn Caprices and Preludes, Chopin Ballades and Impromptus, Schumann, Greig, Schubert.

New pupils will be graded by the standard, so it is very important they should bring with them all standard material of last year's work. Pupils will be assigned to work promptly if this is done. Such work as Bach, Chopin, Czerny, etc, are used through more than one grade. Equivalents are used according to needs of the pupil.

Price—\$20 per term. Practice—\$1.50 per month.

MISS PYLE.

SCIENCE.

MR. CORDREY, MR. _____

Science 31, 32, 33. General Science—Credit, three-tenths unit per term, one unit for three terms.

This course includes experiments of an elementary character intended to familiarize the student with a series of natural phenomena and their explanation, to teach him how to devise and manipulate simple apparatus, and to keep an intelligent record of his work in the laboratory. Fundamental topics having a practical bearing on agriculture are emphasized. The content of this course also affords a thorough preparation for all subsequent science work and a practical training for teachers. A large number of the experiments are performed by the students. The more difficult ones are presented as demonstrations by the instructor. The classes in this subject meet five single periods a week. Required of all students doing their high school science work in the Normal. See outline of courses.

MR. CORDREY.

Science P. Review Physiology—No credit.

This is intended for those who have not had at least a good eighth grade course in Physiology. The class regularly meets five times a week. The regular state adopted text will be used. Teachers desiring to prepare for examination for county license may take this course. Students who, because of lack of preparation, are unable to successfully carry the advanced course in High School Physiology, will be placed in this course.

Science 11 P. High School Physiology—Credit, three-tenths unit.

This is a high school course planned for students who have had a good course in Physiology in the grades. It is a regular credit course. A good text of high school grade will be used. The recitations will be supplemented by a

number of carefully selected experiments. Required of all students except as indicated in outline of courses elsewhere in this catalog.

MISS CASEY.

Science 202. Advanced Physiology and Hygiene—Credit, four hours.

Students who have had a good course in High School Physiology are eligible to this course. The work is planned primarily for teachers. Methods of teaching grade and high school courses in Physiology will be considered. Hygiene, both personal and community, will be emphasized. Such topics as hygiene of the home, school hygiene, and community hygiene will be considered somewhat at length. The relation of the teacher to public health and the part she should play in educating the community up to proper standards of sanitation will be given special attention.

Science G. Review Geography—No credit.

This course in Review Geography is meant for students whose grade work in the subject has been deficient. Teachers desiring to prepare for examination for county license may take this course. The regular state adopted text will be used.

Science 11 G. High School Geography—Credit, three-tenths unit.

This is a course planned for students who have had good training in the subject in the grades. It is a regular credit course. A good text will be used. Much supplementary work will be done. Methods of teaching the subject in the grades will receive considerable attention. Required of all students except as indicated in outline of courses elsewhere in this catalog.

Science 255 A. Nature Study—Credit, three hours.

This course will be planned primarily for those who expect to teach the subject in the grades or rural school. Much emphasis will be placed on learning what should be

taught in Nature Study in the grades and how it should be taught. Required for Primary L. I. and should be taken for L. I. in upper grade work.

MR. CORDREY.

Science 131, 132, 133. Biology—Credit, three-tenths unit per term, one unit for three terms.

This is a high school course in Biology which serves to familiarize the student with animal and plant life. Life histories of selected animal types will constitute a large portion of the course. Some time will also be given to the study of the elementary physiology and ecology of the plant. A great deal of laboratory work will be done and the student will be required to keep a notebook covering this work. The economic role of insects, and the relation of parasite and micro-organisms to personal hygiene and public health will receive considerable attention. Required of all students doing their high school science work in the Normal. See outline of courses.

Science 161, 162, 163. High School Physics—Credit, three-tenths unit per term, one unit for three terms.

This is an elementary course in Physics. The first term of the course covers mechanics and properties of matter. The second term covers electricity and magnetism. The work of the third term includes heat, light and sound. The course in physics should be elected as high school work by those desiring to major or minor in science and by those who expect to teach science in high school.

MR. MCALISTER OR MR. CORDREY.

Science 211, 222. College Botany—Credit, four hours per term.

This course is carried through the fall and spring terms. It aims to develop the principles of plant classification and to give the student an idea of the evolution of the plant kingdom. It will include a study of the four great groups of plants. A special study will be made of the plants of the surrounding country. Students entering this course should have had a good high school course in biology or botany.

Science 237. Bacteriology—Credit, three hours.

The science of bacteriology is presented to the students as facts of every day life. A special study will be made of the bacteria of dairy products, of soils, and of water. The most important view-points from which the subject is approached are in respect to its practical applications in agriculture, medicine, science and sanitation. A brief study of the history of the subject will be included. This course should be preceded by a course in high school biology.

Science 243, 244. Advanced Zoology—Credit, four hours per term.

The course includes a survey of the principal classes of animals. Typical specimens of each class will be studied in the laboratory. The following will receive emphasis: the development of the race; the relation of animals to disease; the laws of animal breeding; the more important functions of animals; and the relations of animals to modern methods of farming.

Science 223, 224. General Chemistry—Credit, four hours per term.

This is a college course in general chemistry. Without special permission from the head of the department, either general science or physics will be considered as prerequisite to this course. An effort will be made to make the subject as practical as possible in order that it may be profitable to the student who will not secure further training in the subject. This purpose is accomplished by a judicious selection of experiments which are at the same time practical and illustrative of the important principles of chemistry.

MR. CORDREY.

Science 259. Organic Chemistry—Credit, four hours.

This course is meant to serve as an introduction to the study of organic chemistry. However, it is not merely a lecture course as are so many first courses in this subject. Two double periods per week are devoted to labora-

tory exercises. A large part of the experimental work is done by the students themselves. The aim is to give the students an appreciative knowledge of the fundamentals of organic chemistry.

MR. CORDREY.

Science 271. Agricultural Chemistry—Credit, three hours.

This is a course in elementary agricultural chemistry planned to meet the needs of students desiring to specialize in agriculture. The chemistry of soils, fertilizers, sprays, etc., will be emphasized. General chemistry is a prerequisite to this course. This course should be elected by students specializing in agriculture.

MR. CORDREY.

Science 241, 242. Household Chemistry—Credit, three hours per term.

The organization and presentation of the material in this course will be adapted to the needs of students specializing in home economics. However, it will prove very profitable to any one interested in the chemistry of the home. The chemistry of foods and nutrition will be emphasized and a great deal of work will be done in testing foods for coloring matter, adulterants and preservatives. The elements of textile chemistry will be given. The best method for removing spots and stains from cloth will be taught. Required of students in Home Economics course.

MR. CORDREY.

Science 331, 332, 333. Advanced Physics—Credit, three hours per term.

These courses are elective and are planned for those who are interested in the subject or desire to teach physics in the high school. These courses will be given when there is sufficient demand for them. They may be given in any order. As a prerequisite to any one of these courses, the student must have completed the equivalent of a high school course in physics. The ground covered in each course is indicated below:

231—Mechanics and Properties of Matter.

232—Heat, Light and Sound.

233—Electricity and Magnetism.

MR. CORDREY.

Science 361, 362, 363. Qualitative Analysis—Credit, three hours per term.

This course includes not only the practical laboratory work of analysis but also the theory underlying the chemical process by means of which the separations are made. The work will be based on Stieglitz's text. As a prerequisite to this course a good course in general chemistry is required.

MR. CORDREY.

Science 255 B Teaching of Science—Credit, three hours.

This course is planned for those specializing in science and desiring to teach it in the high school. The subjects treated will be: Organization of the high school science courses, methods in class room, methods in laboratory, selection of texts and the planning and equipping of the laboratories. The equipment and maintenance of the laboratory receives considerable attention. Before registering for this course the student should consult the head of the department. Students expecting to teach science in high school should take this as a method course.

MR. CORDREY.

LIST OF GRADUATES.

CLASS OF 1908-1909

Nova Blackwell	Daniel W. Emerson
Anna Davidson	D. K. Hubbard
Edgar Holiman	Comora Reed
Mary Kittrell	Bessie Lair
Roberta Matmuller	Sidney Wells
John R. Brooke	

CLASS OF 1909-1910

Bertie Adams	Martin Downing
Velma Cook	Lizzie Elsberry
Birdie Dunlap	George Floyd
Ezra Ferguson	Hattie Gibbons
Ola Ford	Online Hawkins
Annie M. Godwin	Dove Harton
Rosalie Hammond	Nell Hutchins
Sallie Hildreth	Edith Lamar
Walter Isgrig	Charles Moore
Anna McKamey	Wadie Pettigrew
Rosa E. Moore	Mina Renfroe
Ray Powell	Lucia Starnes
Lizzie Shetley	Vesta Thompson
Viola Stone	Mary Wilson
Ida Bragg	

CLASS OF 1910-1911

Aubrey Adney	C. C. Blair
Willie Bryan	Judd Bullington
Bettie Clay Cason	Ruth Correy
W. J. Clark	G. O Dalton
C. C. Hunnicut	Pearl Haller
Hazel Howard	W. J. Jameson
Ethyl Julian	Inez McConnell

Fletcher McElhannon
Lena Moore
Chester A. Short
Addie B. Whitley

Elgin Milton
Nettie Kate Rachels
Frank Steed
Helen Wozencraft

CLASS OF 1911-1912.

Evelyn Baird
Portia Byrd
Mattie Carlton
Mollie Davis
Audrey Goode
Maggie Goodwin
Grace Greer
Icie Major
J. W. Melton
Ila McCarley
Florence Owens
Willie Thraikill
Jessie Wheat
Pattie Brannon

Monroe Campbell
Zada Lee Craig
Lena Gadd
Floy Goodwin
Julius Gray
Olive Haskew
Willie Mashburn
Isaac F. Morris
Perry Nelson
Gilbert Y. Short
Allen Webb
Claud Wilkerson
Ekron L. Gray

CLASS OF 1912-1913

Clair Blair
James H. Davis
Irving M. Greer
Ida May Hogan
Myrtle Lewelling
Douglass B. Keith
Lillie Lee Jones
Ima Pendergrass
Bessie Randelman
Floy Stewart
Willie Smith
Chlora Wheat
Mary Alabama Wilson
Ruth Cazort
Irving Ball

Ambrose J. Dew
Orpha Gideon
Clara Vivien Hudson
Leona Maddox
Anna McCain
Pearl Dee Jones
Irene Rice
Sarah Hattie Ross
Maud Steed
Minnie Elizabeth Warren
Ruby Lee Wilson
Myrtle Thompson
Burl Short
Edith Wise

CLASS OF 1913-1914.

W. W. Bishop	Jaspar Calaway
G. S. Butler	Vera Dean
Sam Clark	Mary Good
W. A. Ellis	Eunice Jones
Minnie Jones	Emma Jones
Henry F. Dial	Lucile Polk
Lod Goza	Stella Prothro
Ella Goza	C. M. Reaves
Arville Halbrook	Willie Scott
Virginia Hatcher	Ella M. Sloan
Gladdie Harding	Nellie Thorburn
Lee Etta Jackson	Kate Wathern
Virginia Jackson	Elmer Wray

CLASS OF 1914-1915.

Homer Bruce	Marvin Carter
Lonnie Baldwin	Paul Batson
Robert Chandler	Ethel Comstock
Clinton Cook	Jack Cook
Roxie Deal	Alla Eliott
Lemuel Francis	Ruth Hayhurst
A. C. Houser	Ula Johnston
Jewell Jones	Mabel Harris
Edgar Martin	Mildred Matthews
Ed McCain	John McCulloch
Homer Nelson	Frank McDonal
Irpeel Paxon	A. L. Patton
Pearl Smith	Leonard Turner
Vernon Thompson	John Teeter
Fredrica Upchurch	Josephine Upchurch
Clyde Vinson	T. R. Vinson
Valrie Voss	Lula West
Otho Wilkerson	Respass Wilson
Ruth Galbraith	Tannie Wilson
Lois Bostick	

CLASS OF 1915-1916.

Lola Brewer	Ethel Martin
Carrie Brewer	Ruth McCarroll
Bernard Bruce	Mattie Melton
Chester Bryant	Hubert Minton
W. M. Brown	Elbert Moore
Esther Cotham	W. H. Morden
Hugh Clark	Edward Houston Nelson
Clyde Davis	Gladys Nunn
Henry F. Dial	Luc le Polk
Lod Goza	Stella Prothro
Ella Goza	C. M. Reaves
Orville Halbrook	Willie Scott
Virginia Hatcher	Ella M. Sloan
Gladdie Harding	Nellie Thorburn
Lee Etta Jackson	Kate Wathern
Virginia Jackson	Elmer Wray

CLASS OF 1916-1917.

Fay Blair	Nora Brown
Jewel Coventon	Mary Bonar
T. A. DuLaney	Virgie Childress
L. E. Dowd	Earl Copeland
Clifford Fry	Joe Day
Edna Hoffstattar	Freelin Hames
Virgaline Harter	Clara Harvey
Laynie Harrod	Sylla Harvey
Lucile McCarroll	Beulah Hames
Fred McCollum	Will Hull
Sam Moore	Sirena Hill
Lela Newton	Bessie Hite
Marian Plunkett	Ollie Lowery
Rose Patty	Jessie Moore
Calvin Tompkins	Floy Matthews
Emmett Vaughan	Margie Nelson
C. H. Vinson	Will Parks
Ruth Wheeler	Alta Scott
Vesta Wyatt	Yulu Salters

Nora Wise
Grave West
Maude Wozencraft
J. T. Boyce

Ethel Slater
G. C. Sullivan
Orion Wray

CLASS OF 1917-1918.

Bernis Alsobrook
Daisy Bell
Lola Brown
Attie Joe Bush
Lillian Bryant
Mattie Brown
Lina Boyce
Pearl Cox
Tennie Cheek
Ben Carmichal
Ludie Carmichal
Janie Deaton
Berta Daugherty
Lilla Elliott
J. A. Foreman
Everetta Fuller
Margaret Gerhardt

Ruth Hamilton
Helen Hanner
Ellen Jennings
Luke Jackman
Donnie Marsh
Florence Moore
Robbie Maddox
Blanche Nichols
Manila Pendergrass
Rush Rhodes
Vesta Sanders
Elmer Turner
Forney Thompson
Percey E. Vines
Bess Warren
Lillian Wahl
Nina Williams

CLASS OF 1918-1919.

Ora Allen
Louise Barton
Pearl Bolin
Wilma Bullion
Mildred Cruce
Carrie Clark
Elizabeth Daugherty
Dykes Griffin
Erma Gray
Juliette House
Mildred Hale
Mary Hamilton
Iva Heagerty
Ira Halbrook

Virginia Knight
Willie Ladd
Edith Mosley
Mattie Frank Milton
Louise McIlroy
Lela Nichols
Ruth Porter
Oscar Richardson
Mrs. A. R. Suggs
Irene Thompson
Virginia Weaver
Beulah Wingfield
Frances Wahl

CLASS OF 1919-1920.

L. I. Course.

Lellen Akin	Vinny McAnally
Toka Anderson	Lydia McCorvey
Lulu Doyle Baird	Flora McCorvey
Fleta Fern Bolin	Eunice A. McGehee
Walter A. Bollen	Howard Gordon Moore
Virginia B. Brown	Edna Nesbitt
Vivian Arene Bullock	Pauline Parham
Maude C. Clemons	Gladys E. Pinson
Council Dean	Coy Rogers
Graydon A. Dodson	Ruth Rushton
Lucy Ophelia Denton	Nina Merle Salters
Margaret Else	Ruby Love Salters
Lemma Belle Frazier	Marie Schichtl
Inez Hanna	Winnie Thrantham
Carl A. Henderson	Arthur Vaughan
Ruth Geneva Higgs	Robert Ernest Vinson
Dula O. Holmes	Marie Walkup
Carr'e Jackson	Jessie F. Williams
Carmel Jones	James Ernest Winters
Evona Gertrude Kimbro	Lill an Watson
Eula Lipe	Ethel de Vaughn Woods

Home Economics Course.

Vivian Arene Bullock	Eula Lipe
Nelle Casey	Annabelle Moore
Helen Collier	Jean Catherine Ramsden
Irene A. Harris	Ruth Rushton

Rural Teachers' Course.

Caver N. Knighton	Lill'an Stroup
Mamie Lou Taylor	

SUMMARY.

Summer enrollment, 1919.....	296
Training School, Summer 1919.....	45
Enrollment regular session, 1919-1920.....	446
Training School, regular session 1919-1920.....	126
Correspondence-study.....	103
Total.....	1016
Counted twice.....	63
Net enrollment.....	953

ENROLLMENT FOR REGULAR SESSIONS, 1919-20.

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Abbott, Geo. B.	Conway	Faulkner
Adcock, T. W.	Ozark	Franklin
Akin, Lellen	Conway	Faulkner
Alewyne, G. R.	Conway	Faulkner
Alewyne, Mrs. G. R.	Conway	Faulkner
Allison, Eugene H.	Conway	Faulkner
Alford, Thos. H.	Delight	Pike
Anderson, Eva	Okolona	Clark
Anderson, Edwin	Conway	Faulkner
Anderson, Toka	Mena	Polk
Anderson, Atherton E.	Conway	Faulkner
Anderson, Byron	Conway	Faulkner
Ault, Mary Louise	Pinnacle	Pulaski
Avara, Mamie	Vilonia	Faulkner
Baker, Charles K.	Dalton	Randolph
Baker, Margaret	Dalton	Randolph
Baird, Lula	Morrilton	Conway
Bales, Loma	Mena	Polk
Baldwin, Jno. L.	Jacksonville	Pulaski
Bankston, Florence	Popular Grove	Phillips
Bailey, Coy	Conway	Faulkner
Barnett, J. A.	Blocker	Saline
Banks, Lucile	Booneville	Logan

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Baker, H. B.	Stamps	Lafayette
Beasley, J. L.	Stamps	Lafayette
Benefield, Ralph E.	Conway	Faulkner
Belote, Willie	Greenbrier	Faulkner
Billue, Belle	Grannis	Polk
Billue, Annie	Grannis	Polk
Bingham, Armelia	Plainview	Yell
Bigby, Audrey	Doddridge	Yell
Birkhead, Rhee	Blaine	Logan
Blount, Golden	Bald Knob	White
Blankenship, Paris V.	Everton	Marion
Blythe, Annie	Greenbrier	Faulkner
Blair, Lois	Conway	Faulkner
Blythe, Aletha	Greenbrier	Faulkner
Blair, Ray	Delaware	Logan
Bonner, Madge	Vandervoort	Polk
Boyd, Gladys	Camden	Ouachita
Bohn, Joe Frank	Fouke	Miller
Bolin, Fleta	Conway	Faulkner
Bourns, M. F.	DeQueen	Sevier
Bourns, Mrs. Bertha	DeQueen	Sevier
Brennan, Kathleen	Conway	Faulkner
Bobbitt, Gladys	Oil C ty	Louisiana
Bolen, Walter A.	Friendship	Hot Spring
Bouton, Dorothy	Little Rock	Pulaski
Bradford, Ruth	Cabot	Lonoke
Brooks, Ruth	Prescott	Nevada
Brown, W. A.	Damascus	Faulkner
Brawner, Paul	Heber Springs	Cleburne
Brown, Virginia	Amity	Clark
Brown, Marie	Conway	Faulkner
Bush, Chas. C.	El Paso	White
Bull, Lillie	Alpin	Perry
Bullock, Vivian	Dardanelle	Yell
Burns, Annie Rhea	Morrilton	Conway
Burgess, Bertha	England	Lonoke
Butler, Mary	Sparkman	Dallas
Byrd, Carrie	Three Creeks	Union

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Carroll, Herschel	Taylor	Columbia
Campbell, Herbert	Snowball	Searcy
Castleberry, Jack	Wooster	Faulkner
Casey, Nellie	Boxley	Newton
Castleberry, W. E.	Greenbrier	Faulkner
Carpenter, John	Conway	Faulkner
Cavin, Flora	Conway	Faulkner
Camp, Flora	Conway	Faulkner
Cardin, Ida	Greenbrier	Faulkner
Chastain, Ira	Delaware	Logan
Chambers, Lillian	Danville	Yell
Cheek, Olivia	Atkins	Pope
Clark, Audrey	Conway	Faulkner
Clemmons, Maude	Leslie	Searcy
Clark, Virginia	Morrilton	Conway
Crawley, Charlie	Mt. Top	Franklin
Crawford, Med	Benton	Saline
Crowell, M. F.	Clinton	Van Buren
Cook, Raymond	Conway	Faulkner
Conatser, Garland D.	Ozark	Franklin
Cook, Annie	Popular Grove	Phillips
Collier, Helen	Conway	Faulkner
Cooper, Mary	Magnolia	Columbia
Cooper, Rebecca	Hickory Ridge	Cross
Coates, Myra	Conway	Faulkner
Council, G. C.	Ratcliff	Franklin
Crawford, Alice	Schaberg	Crawford
Davidson, Lillie	Bald Knob	White
Davidson, Emma	Bald Knob	White
Davis, Verda	Conway	Faulkner
Daniel, Estelle	Pine Grove	Dallas
Dauley, Dale	Center Ridge	Conway
Dauley, Maggie	Center Ridge	Conway
Dauley, Halley	Center Ridge	Conway
Dauley, Isabella	Center Ridge	Conway
Dean, Guy	Subiaco	Logan
Dean, Council	Subiaco	Logan
Dean, Carrie	Camden	Ouachita

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Dean, Ella	Camden	Ouachita
Dean, Ruth	Mt. View	Stone
Dill, Homer	Pigott	Clay
Dickens, Pearl	Conway	Faulkner
Dowdy, Virginia	Dalark	Dallas
Dodson, G. A.	Conway	Faulkner
Donnell, Sam	Conway	Faulkner
Denton, Lucy	Montrose	Ashley
Dunaway, Louis	Conway	Faulkner
Dunaway, Allen	Conway	Faulkner
Dunbar, Maeron	Dardanelle	Yell
Dunbar, Louise	Dardanelle	Yell
Duncan, Seth	Conway	Faulkner
Dunn, Mae	Conway	Faulkner
Durham, Daniel	Conway	Faulkner
Dutton, Robert	Fayetteville	Washington
Dunn, Florence	Vilonia	Faulkner
Dunn, Grace	Conway	Faulkner
Edwards, Pattie	Beebe	White
Ellis, Alma	Leachville	Mississippi
Ellis, Ora	Leachville	Mississippi
Ellis, Roland	Black Rock	Lawrence
Else, Margaret B.	Junction City	Union
Emde, Laura	Bald Knob	White
Farris, Thos. J.	Rocky Hill	Van Buren
Fair, Linus A.	Centerton	Benton
Faulk, Bertha	El Paso	White
Faulk, Estha	El Paso	White
Finton, Myrtle	Republican	Faulkner
Fiddler, Lyman	Conway	Faulkner
Finton, Martin	Republican	Faulkner
Fowler, Zula	Van Buren	Crawford
Frazier, Belle	Washington	Hempstead
Fry, L. P.	Cedarville	Crawford
Freeman, Joy	Conway	Faulkner
Fulks, Bryan	Mt. Vernon	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Fulks, Annalene	Le Grange	White
Fulmer, Kelsey	Conway	Faulkner
Gardner, Tinnie	Lambert	Hot Springs
George, Florence	Grannis	Polk
George, Leslie	Conway	Faulkner
George, Floyd	Conway	Faulkner
George, Jno.	Conway	Faulkner
Goad, Laura	Blytheville	Mississippi
Gray, Vena	Conway	Faulkner
Gregory, Alberta	Conway	Faulkner
Griffin, Lois	Leslie	Searcy
Hayes, Clara	Van Buren	Crawford
Hamby, Georgia	Wickes	Polk
Hamby, Blanche	Wickes	Polk
Hayes, Tressie	Van Buren	Crawford
Harrod, Alberta	Conway	Faulkner
Havens, Frances	Conway	Faulkner
Halter, Ernest	Conway	Faulkner
Hall, Richard S.	Cecil	Franklin
Hanna, Inez	Vilonia	Faulkner
Halter, Augusta	Conway	Faulkner
Hairston, Emma C.	Conway	Faulkner
Harris, Irene	Locksburg	Sevier
Halbrook, Gladys	Center Ridge	Conway
Hanner, W. S.	Conway	Faulkner
Harrin, Faye	Moran	Kansas
Hall, Leona	Havana	Yell
Haynes, Gertha	Morrilton	Conway
Hendrickson, Jno.	Martinville	Faulkner
Hellums, Lula	Grady	Lincoln
Henderson, Carl A.	Conway	Faulkner
Hendrickson, Mamie F.	Conway	Faulkner
Henderson, Mary Alma	Conway	Faulkner
Henry, Mae	Conway	Faulkner
Head, Eulah	Portland	Ashley
Henderson, Harold	Lamar	Johnston
Henderson, Margaret	Imboden	Lawrence

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Hill, Thos. B.	Conway	Faulkner
Higgs, Ruth	Lewisville	Lafayette
Hill, Troy C.	Conway	Faulkner
Hicks, Jimmie	Marianna	Lee
Hicks, Mrs. Della	Dover	Pope
Hill, Wayne	Shark	Yell
Hobbs, Alice	Schaberg	Crawford
Hopkins, Trixie	Conway	Faulkner
Holmes, Dula	Conway	Faulkner
Horn, Otis	Snowball	Searcy
Hopper, Mack	Winthrop	Little River
Hopkins, Grady	Conway	Faulkner
Howland, Lydia	Higginson	White
Howell, Johnye	Adone	Perry
Hopson, Fay	Mena	Polk
Holt, Silas	Conway	Faulkner
Hodges, Effie	Lonoke	Lonoke
Holiman, Dovie	Ola	Yell
Hopkins, Ewell	Conway	Faulkner
Huffman, Samuel A.	Widener	St. Francis
Huggins, Alta	Casa	Perry
Hundley, Dorothy	Casa	Perry
Hudson, Robt. E.	Moreland	Pope
Irby Mabel	Conway	Faulkner
Jaco, Mertey	Snowball	Searcy
Jackson, Carrie	Magnolia	Columbia
Jett, Ruby	Newberg	Izard
Jinske, Annie	Vilonia	Faulkner
Jeffries, Grace	Ft. Smith	Sebastian
Jinske, Henry W.	Vilonia	Faulkner
Johnson, Clivie	Conway	Faulkner
Jones, Wm. J.	Conway	Faulkner
Johnson, Troy	Zack	Searcy
Jordan, Mrs. Mittie	Adkins	Pope
Jordan, Zella	Snowball	Searcy
Johnson, Roy L.	Allene	Little River
Jones, Nannie Rose	England	Lonoke

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Jones, Carmel	Conway	Faulkner
Jones, Thurman	Conway	Faulkner
Jones, Naomi E.	Pottsville	Pope
Jones, Faye	Pottsville	Pope
Johnston, Jenness	Ozark	Franklin
Jones, Pauline	Conway	Faulkner
Johnston, Mattie Sue	Plumerville	Conway
Johnson, J. N.	Blaine	Logan
Kellogg, Jessie	Adona	Conway
Keeler, Mattie	Bald Knob	White
Keeling, Alford J.	Marshall	Searcy
Keith, Elizabeth	McKamie	Lafayette
Kennedy, James E.	Pearson	Cleburn
Kuykendall, Hiram	Conway	Faulkner
Kennedy, Buel	Pearson	Cleburne
Kirby, Marvin F.	Centerton	Benton
King, Dorothy	Ozark	Franklin
Kimbrow, Evano	Monticello	Drew
King, Mildred	Conway	Faulkner
Kinney, Vela	Scranton	Logan
Kington, Walter	Stamps	Lafayette
Knighton, C. N.	Buckner	Lafayette
Knighton, Effie	Buckner	Lafayette
Kuykendall, Homer	Campbell	Searcy
Lanier, Ona Kate	Searcy	White
Landers, Leila	Conway	Faulkner
Larey, Bert B.	Fouke	Miller
Langston, B. F.	Conway	Faulkner
Leslie, Maggie	Belton	Hempstead
Leslie, Ruby	Belton	Hempstead
Lee, Louise	Conway	Faulkner
Lee, Howard	Conway	Faulkner
Ledbetter, Fletus	Conway	Faulkner
Lipe, Eula	Scranton	Logan
Lipe, Leila	Scranton	Logan
Looney, Minnie	Holly Springs	Dallas
Lowman, Mamie	Grapevine	Grant
Lynch, Allen	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
May, Birdie	Pine Bluff	Jefferson
Marshall, Noble	Rock Springs	Searcy
Martin, Albert	Marshall	Searcy
Martin, Vicy	Snowball	Searcy
Mann, Annie	Carlisle	Lonoke
Mason, Jno. B.	Center Ridge	Conway
Mayberry, Lucy	Roe	Monroe
Martin, Bessie	Conway	Faulkner
Majors, Chas. E.	Searcy	White
Martin, Clark	Conway	Faulkner
Mann, Irene	Sparkman	Dallas
Milburn, Mina	Conway	Faulkner
Miller, Ruth E.	Bentonville	Benton
Minmier, Mattie Sue	Paris	Logan
Moore, Margaret	Conway	Faulkner
Morgan, Mamie	Conway	Faulkner
Moore, H. J.	Black Rock	Lawrence
Morris, Elton	Conway	Faulkner
Mount, Steve H.	Conway	Faulkner
Moore, Edna	Delaware	Logan
Moore, Mearle	Blaine	Logan
More, Jewel	Blaine	Logan
Moore, Anabel	Conway	Faulkner
Moore, Willie	Conway	Faulkner
Moore, Howard G.	Colt	St. Francis
Moore, C. H.	Conway	Faulkner
Morrow, Marie	Cotter	Baxter
Morgan, Ila	Formosa	Van Buren
Murray, Woody	Mulberry	Crawford
Mullins, Nettie	Searcy	White
Munn, Elmer	Conway	Faulkner
McAnless, Gracie	Enders	Faulkner
McAnally, Vinnie	Conway	Faulkner
McAnally, Bernice	Conway	Faulkner
McCorvey, Dannie	Haskell	Saline
McCorvey, Annie Maude	Haskell	Saline
McCorvey, Flora	Haskell	Saline
McCorvey, Lydia	Haskell	Saline

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
McCollum, Jessie	Conway	Faulkner
McCollum, Barnett	Greenbrier	Faulkner
McDougald, Grace	Prescott	Nevada
McGhee, Eunice	New Edinburg	Cleveland
McGlothlon, Artemus	Conway	Faulkner
McGuire, Rosa	Mt. Home	Baxter
McKenzie, Loyd	Centerville	Yell
McMahan, Mary	Big Flat	Baxter
McMahan, Gertrude	Big Flat	Baxter
McWorkman, Marie	Gentry	Benton
Nesbit, Edna	Blevins	Hempstead
Nelson, Eleanor M.	Cherry Valley	Cross
Nelson, Della	Cherry Valley	Cross
Nesbit, Iola	Blevins	Hempstead
Newman, Roy	Conway	Faulkner
Nichols, Irma	Mena	Polk
Nichols, Loda	Mena	Polk
Nicholson, Beatrice	Swifton	Jackson
Nix, Wonna	Sparkman	Clark
Nisbett, Gladys	Salem	Fulton
Nowell, R. A.	Vilonia	Faulkner
Oates, Lela	Morrilton	Conway
Oglee, Lydia	Taylor	Columbia
Oliphant, Willie Mae	Marvell	Phillips
Owen, Mary Ellen	Conway	Faulkner
Patchell, Evelyn	Conway	Faulkner
Pallmer, Ephy	Republican	Faulkner
Parham, Pauline	Bald Knob	White
Paulk, Effie	Fouker	Miller
Pate, Hazel	Vilonia	Faulkner
Parker, Mae	Plumerville	Conway
Petty, Gussie	Pine Bluff	Jefferson
Perry, Hester	Snowball	Searcy
Peters, Minnie	Graveley	Yell
Phillips, Garland	Snowball	Searcy
Pitts, Earl	Graveley	Yell
Pinson, Gladys	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Pickard, Myrtle	El Paso	White
Plunkett, Bertha	Ft. Smith	Sebastian
Pledger, Myrtice	Fordyce	Dallas
Poe, Leslie	Grannie	Polk
Powell, Mattie	Vilonia	Faulkner
Powell, Ola	Vilonia	Faulkner
Powell, Floyd N.	Vilonia	Faulkner
Protheroe, Beatrice	Ozark	Franklin
Prothro, Georgena	Ferndale	Pulaski
Purifoy, Emma	Conway	Faulkner
Ramey, Oda	Russell	White
Ramey, Grace	Russell	White
Ramsden, Jean	Ozark	Franklin
Ramey, W. W.	Lee Creek	Crawford
Richmond, Lillian	Conway	Faulkner
Rhyne, Jonne B.	Ben Lomond	Sevier
Riley, Maude	DeCatur	Benton
Rich, Pauline	Colt	St. Francis
Roberts, Ethel	Morrilton	Conway
Rowland, Ben D.	Blaine	Logan
Rogers, Coy	Tillar	Drew
Ross, John	Ola	Yell
Rucker, Eunice	Beebe	White
Rushton, Ruth	Emerson	Columbia
Roy, Eva	Beedeville	Jackson
Sarason, Harry	Conway	Faulkner
Sanders, Mamie	Lambert	Hot Springs
Salyers, Freda	Mena	Polk
Salters, Ruby	Conway	Faulkner
Salters, Nina	Conway	Faulkner
Sallis, Annie Pare	Popular Grove	Phillips
Scott, Blanche	Nimrod	Perry
Scott, Clell	Bear Creek	Searcy
Scott, Beulah	Van Buren	Crawford
Schichtl, Marie	Conway	Faulkner
Scott, Julius	Vilonia	Faulkner
Sellers, Arline	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Sides, O. Dow	Graveley	Yell
Sikes, Estelle	Fouke	Miller
Simpson, Lewis J	Hot Springs	Garland
Sims, Linwood	Morrilton	Conway
Shrabel, Louis	Vidette	Fulton
Shackleford, Lucy	Okolona	Clark
Skipworth, Lillie	Hickory Ridge	Cross
Slaton, Gwendolyn	Locksburg	Sevier
Smithson, Mae	Reyno	Randolph
Smith, Chas. D.	Allene	Little River
Smith, Jessie Mae	Sparkman	Dallas
Snow, Bertha Lee	Greenbrier	Faulkner
Splawn, H. O.	Hermitage	Bradley
Spooner, Dewey	Junction City	Union
Stubblefield, Nola	Dalton	Randolph
Stroup, Lillian	Conway	Faulkner
Strickland, Troy	Mt. Vernon	Faulkner
Stell, Orvella	Solgohachia	Conway
Starr, Josephene	Lynn	Lawrence
Steed, H. E.	Conway	Faulkner
Stone, Vivian	Stephens	Ouachita
Summers, Leland	Pine Tree	Cross
Summerland, Sam A.	Hamburg	Ashley
Taylor, Dullie	Bass	Newton
Taylor, Louise	Conway	Faulkner
Taylor, Mamie	Conway	Faulkner
Taylor, Jas. R.	Bass	Newton
Tillman, Celeste	Roe	Monroe
Tillman, Beulah	Roe	Monroe
Trantham, Winnie	Pine Bluff	Jefferson
Trantham, Janie	Pine Bluff	Jefferson
Thompson, Earle	Judsonia	White
Thompson, Lillie	Marvell	Phillips
Thornton, Raymond	Vilonia	Faulkner
Towery, Lawson	Rogers	Benton
Treadway, Chester	Conway	Faulkner
Turner, Lizzie	Conway	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Turley, Neva	Bald Knob	White
Turner, Lois	Conway	Faulkner
Vaughan, Arthur B.	Emerson	Columbia
Vineyard, Wimbourn	Popular Grove	Phillips
Vinson, Ernest	Colt	St. Francis
Vinson, Odel	Colt	St. Francis
Vinson, J. F.	Little Rock	Pulaski
Vinson, Beulah	Little Rock	Pulaski
Vinson, Gladys	Colt	St. Francis
Van Dusen, Lois	Conway	Faulkner
Waddell, W. A.	Sheridan	Grant
Walker, Cuba	Dover	Pope
Wallis, Ernestine	Butterfield	Hot Springs
Wallis, Annie	Butterfield	Hot Springs
Warren, Walker	Black Rock	Lawrence
Watson, Lillian	Mena	Polk
Word, Marie	St. Charles	Arkansas
Walkup, Marie	Havana	Yell
Waldron, Irene	Black Rock	Lawrence
Warnick, Lois	Jessup	Lawrence
Ward, Flo	Bradford	White
Wallace, Iris	Nimrod	Perry
Watson, Myra	Prescott	Nevada
Wallace, Bernice	Nimrod	Perry
Webb, Ezra	Conway	Faulkner
Weatherly, Harley	Greenbrier	Faulkner
Webb, Nora	Marvell	Phillips
Westbrook, Minnie	Slocum	Saline
Westbrook, Maggie	Slocum	Saline
Weatheral, Roy	Havana	Yell
Weatheral, Ray	Havana	Yell
White, Sarah P.	Little Rock	Pulaski
Whitson, Sula	Ozark	Franklin
White, Ruth	Conway	Faulkner
White, Ruby	Conway	Faulkner
Williams, Goldie	Greenbrier	Faulkner
Williford, Julia	Brinkley	Monroe

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Williams, Jessie	Gurdon	Clark
Winters, J. E.	Benton	Saline
Wilkins, Ollie	Wynne	Cross
Williams, Nettie	Locksburg	Sevier
Williams, Fred	Conway	Faulkner
Wiggs, Mary	Russellville	Pope
Wilson, Jewell	Greenbrier	Faulkner
Wilson, Mae	Atkins	Pope
White, Juanita	Conway	Faulkner
White, Willia	Amity	Clark
Wheeler, Cora	Wing	Yell
Woods, Ethel	Ft. Hill	Ashley
Wylie, Julia	Carthage	Dallas
Yancy, Maggie	Lenox	Clark

ENROLLMENT FOR 1919—SUMMER STUDENTS.

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Alewyne, Mrs. Geo. R.	Conway	Faulkner
Anderson, Toka	Mena	Polk
Alcorn, Mary	Little Rock	Pulaski
Anderson, Garnett	Balk Knob	White
Atkinson, Alma	Solgochachia	Conway
Anthony, Kate	Mena	Polk
Adrian, Permelia	Mt. View	Stone
Allbritten, Eileen	Russellville	Pope
Bradford, Ruth	Cabot	Lonoke
Bollen, Walter A.	Friendship	Hot Springs
Bolin, Fleta	Conway	Faulkner
Bobbitt, Gladys	Oil City	Louisiana
Bonner, Jeanne	Russellville	Pope
Biggs, L. H.	Stuttgart	Arkansas
Bautts, Beulah	Barton	Phillips
Browne, Donovan	Conway	Faulkner
Barker, Geraldine	Wolf Bayou	Cleburne
Bailey, Mrs. Tessie	RcRae	White
Batson, Mary	Wooster	Faulkner

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Benton, Josie	Wheeler Springs	Clark
Benson, Ethel L.	West Helena	Phillips
Benson, Ambia	Rector	Clay
Benson, Grace	Malvern	Hot Springs
Biggs, Mrs. L. H.	Goldman	Arkansas
Blakely, Alta G.	Rosebud	White
Black, Blanche	McRae	White
Bourns, W. M.	DeQueen	Sevier
Bourns, Mrs. Mary	DeQueen	Sevier
Boultinghouse, Alta	Sulphur Rock	Independence
Bagby, Charline	Lake Village	Chicot
Bogard, John	Mena	Polk
Bolin, Pearl	Conway	Faulkner
Bonner, Delle	Russellville	Pope
Branstetter, Alice	Gillett	Arkansas
Brouse, Pearl	DeVall's Bluff	Prairie
Burton, Mrs. D.	Beebe	White
Bryant, Fannie Edith	Clarksville	Johnson
Burns, S. A.	Lamar	Johnson
Beeson, Floys	Malvern	Hot Springs
Bunyard, Dea	Ethel	Arkansas
Burgess, Ruth	England	Lonoke
Burke, Luch	Blytheville	Mississippi
Bunch, Lillie	Yarbro	Mississippi
Byrd, Dollye	Newark	Independence
Baird, Edna	Williford	Sharp
Botts, Malta Mae	Waldron	Scott
Crawley, Charley	Ozark	Franklin
Casey, Nelle	Boxley	Newton
Chastain, Ira	Delaware	Logan
Coleman, Dottie Mae	Conway	Faulkner
Clare, Maggie	McRae	White
Caldwell, Maie E.	Camden	Ouachita
Connell, Susie	Vilonia	Faulkner
Cowan, Mrs. Ethel	DeValls Bluff	Prairie
Collins, Velma L.	Hamburg	Ashley
Comstock, Edna	Ft. Smith	Sebastian
Cook, Wilma	Wattensaw	Lonoke

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Cottrell, Mrs. Blanche	Mt. View	Stone
Connelley, Maude	Paris	Logan
Craig, Mattie	Blytheville	Mississippi
Cummins, Gertrude	Conway	Faulkner
Cheek, Lillie	England	Lonoke
Clark, Octavia	Enders	Faulkner
Dodson, G. A.	Conway	Faulkner
Dunaway, Louis	Conway	Faulkner
Dial, Tessa	Leola	Grant
Denton, Leola	Morrilton	Conway
Deen, Edna	Blytheville	Mississippi
Deer, Lucile	Leola	Grant
Denton, Lucy	Montrose	Ashley
Davidson, Sibyl	Ethel	Arkansas
Davis, Theo. C.	Pine Bluff	Jefferson
Dowen, Marie	Rector	Green
Donley, Kate	Rohner	Desha
Dozier, Louise	Waldron	Scott
Dill, Mabel	Mansfield	Sebastian
Eardley, Bessie	Lonoke	Lonoke
Ellis, Alma L.	Leachville	Mississippi
Edison, Prue	Van Buren	Crawford
Forsythe, Nellie F.	N. Little Rock	Pulaski
Fore, Earl	Emmett	Nevada
Ferguson, Grace	Blytheville	Mississippi
Foster, Marie	Leslie	Searcy
Griffin, L. Dykes	West Point	White
Green, Jno.	Mena	Polk
Garner, Mattie	Holly Grove	Monroe
Glockengieser, Elise	Corning	Clay
Gilmer, Annie	Texarkana	Miller
Golsby, Mae	Mena	Polk
Gean, Grace	St. Charles	Arkansas
Goolsby, Ethel	Mena	Polk
Goad, Zelma	Blytheville	Mississippi
Goodgame, Anne	Bearden	Ouachita

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Grubbs, L. E.	Rosebud	White
Gattis, Gertie	Ratcliff	Logan
Hopson, Faye	Mena	Polk
Henderson, Mary Alma	Conway	Faulkner
Henderson, Carl	Conway	Faulkner
Hellums, Lulu	Grady	Lincoln
Hanna, Inez	Vilonia	Faulkner
Harper, Irene	Junction City	Union
Henderson, Mrs. C.	Mansfield	Scott
Hedges, Mrs. Lon	Little Rock	Pulaski
Hooper, Lillie	Shepherd	Texas
Hughes, Mary E.	Amity	Clark
Hobbs, Mrs. L. P.	Plumerville	Conway
Harwell, Eva	Huntington	Sebastian
Harrison, Mabel	Sparkman	Dallas
Hall, Mrs. N. F.	Parkin	Cross
Henderson, Jessie	Vilonia	Faulkner
Hicks, N. E.	Knobel	Clay
Hill, Lurline	Conway	Faulkner
Hollamon, Grace	Hazen	Prairie
Houser, W. H.	Ratcliff	Logan
Hodnett, Zelma	Beuna Vista	Ouachita
Herrin, Blanche	Kensett	White
Hollingshead, Maud	Carlisle	Lonoke
Hudson, Dora	Altus	Franklin
Hughes, Jeree	Monticello	Drew
Hughes, Oma	Alma	Crawford
James, Allen S.	Conway	Faulkner
Jinske, Henry W.	Vilonia	Faulkner
Johnson, Roy L.	Allene	Little River
Jackson, Grace	Newark	Independence
Jeffery, Byron	Mt. Olive	Izard
Jett, Margaret	Clarksville	Johnson
Jessup, Ruth	Carlisle	Lonoke
Knight, Virginia	Pine Grove	Dallas
Keating, Della	Gillham	Sevier

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Keating, Mamie	Gillham	Sevier
Kelley, Lenna	McNeil	Columbia
Kelley, Hazel	McNeil	Columbia
Kenney, Anna	Prattsville	Grant
Kennedy, Mary	Morrilton	Conway
Kirkpatrick, Leta	Walnut Ridge	Lawrence
King, Francis	Memphis	Tennessee
King, Chas. H.	Plumerville	Conway
Kisner, Madge	Bigelow	Perry
Knowlton, Pearle	Knowlton	Desha
Kannon, Cleo	Beebe	White
Logan, Ernestine	Little Rock	Pulaski
Lynch, Allen	Conway	Faulkner
Lavender, Halcyan	Heber Springs	Cleburne
Lanier, Ona Kate	Searcy	White
Lancaster, Mrytle	Mt. View	Stone
Lambert, H. L.	Moro	Lee
Lea, Bertye	El Paso	White
LeRoy, Ruth	Greenwood	Sebastian
Leslie, Ola Mae	McNeil	Columbia
Leslie, Mattie	Belton	Hempstead
Leslie, Ruby	Belton	Hempstead
Leslie, Maggie	Belton	Hempstead
Little, Hazel	Judsonia	White
Lively, Jewel	Bigelow	Perry
Lyles, Rachel	Rector	Clay
Marlock, Grace	Van Buren	Crawford
Martin, Mildred	Rondo	Lee
Moore, Edna	Delaware	Logan
May, Birdie	Pine Bluff	Jefferson
Melton, Mary	Hazen	Prairie
Melton, R. Earle	Conway	Faulkner
Means, Alla Belle	Malvern	Hot Springs
Mills, Olive	Arkadelphia	Clark
Morrison, Lillian	Little Rock	Pulaski
Maloy, Wanda	Sparkman	Dallas
Moore, Florence	Newark	Independence

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Moore, Mearle	Blaine	Logan
McAnally, Vinny	Conway	Faulkner
McCorvey, Lydia	Haskell	Saline
McCorvey, Flora	Conway	Faulkner
McArthur, Erma	Morrilton	Conway
McWhorter, Mary Lou	Marked Tree	Poinsett
McClendon, Odessie	Hot Springs	Garland
McClendon, Tina	Hot Springs	Garland
McCarty, Dada L.	Judsonia	White
Norwood, T. M.	Rosebud	White
Nesbitt, Edna	Blevins	Hempstead
Nichols, Blanche	Lowell	Benton
Newton, Lela	Conway	Faulkner
Nichols, Lela	Mena	Polk
Neary, Mrs. Annie R.	Hot Springs	Garland
Newman, Rubye	Conway	Faulkner
Nichols, Emma	Lowell	Benton
Nichols, Charlotte	Clarksville	Johnson
Nunn, E. S.	Searcy	White
Owen, Jessie	Tucker	Jefferson
Owen, Grace	Mansfield	Sebastian
Owens, Audrey	Graysonia	Clark
Powell, Christine	Pittsburg	Texas
Powell, Vesta	Pittsburg	Texas
Pledger, Mrytice	Fordyce	Dallas
Patterson, Litta	Ozark	Franklin
Patrom, Pearl	El Paso	White
Perdergast, Catherine	Winthrop	Little River
Pless, Lydia	Dover	Pope
Phipps, Lillian	Roe	Monroe
Phillips, Marcelle	Conway	Faulkner
Ponder, Edna	Lillie	Louisiana
Priest, Dora L.	Ward	Lonoke
Pyle, Gladys	Ratcliff	Logan
Pyle, Golda	Ratcliff	Logan

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Reid, Lillian Della	Leola	Grant
Roberts, Georgia Marion	Conway	Faulkner
Roberts, Leona	Conway	Faulkner
Radney, Exer	Prescott	Nevada
Ragan, Mildred	Montrose	Ashley
Rhyne, Mrs. Jessie	Rosebud	White
Russell, Floy B.	Lamar	Johnson
Richey, A. R.	Ratcliff	Logan
Rowland, Ben D.	Blaine	Logan
Richardson, Gladys	Malvern	Hot Springs
Reeves, Blanche	England	Lonoke
Roddey, Gladys	Hermitage	Bradley
Roberts, Lola	Beebe	White
Rodgers, Dennie	Brinkley	Monroe
Rowell, Anna B.	Womble	Montgomery
Rogers, Mrs. Effie	Vilonia	Faulkner
Roady, Mary	Mt. View	Stone
Ratterree, Martha	Booneville	Logan
Salters, Lulu	Conway	Faulkner
Snell, Mrs. J. E.	Newark	Independence
Southerland, Mrs. S. V.	Hamburg	Ashley
Sibley, Velma C.	Russellville	Pope
Shapard, Mrs. D. E.	Ft. Smith	Sebastian
Sugg, Mrs. Lano D.	Belleville	Yell
Salters, Ruby	Conway	Faulkner
Salters, Nina	Conway	Faulkner
Schichtl, Marie	Conway	Faulkner
Shenwell, Lillie	Higden	Cleburne
Sanders, Eula	Magnolia	Columbia
Sims, Ashly	DeVall's Bluff	Prairie
Scott, Leona	Vilonia	Faulkner
Short, E. A.	Maynard	Randolph
Sanderford, Allie Mae	Vilonia	Faulkner
Smith, Floy	Clarendon	Monroe
Smith, Marjorie	Wheatley	St. Francis
Shipman, Martha	Walnut Ridge	Lawrence
Smithson, Mae	Reyno	Randolph

<i>Name</i>	<i>Postoffice</i>	<i>County</i>
Sorrels, Floy	Wheatley	St. Francis
Smith, Elma	Jersey	Bradley
Stroup, Sula	Conway	Faulkner
Strong, Mrs. Nannie	Brinkley	Monroe
Scull, Thelma	Conway	Faulkner
Starr, Mildred L.	Mena	Polk
Scott, Cecile	England	Lonoke
Tucker, Ora	Mena	Polk
Turnery, Elmer	Conway	Faulkner
Trantham, Winnie	Pine Bluff	Jefferson
Trantham, Janie	Pine Bluff	Jefferson
Taylor, Louise	Conway	Faulkner
Taylor, Mrs. Janie	Conway	Faulkner
Taylor, O. H.	Hunter	Woodruff
Taylor, Mamie	Conway	Faulkner
Turner, Mabel	Washington	Hempstead
Turner, Alta	Conway	Faulkner
Tucker, Dennis	Palestine	St. Francis
Tucker, Ora	Mena	Polk
Thornton, Edna	Hermitage	Bradley
Turnage, Virginia	Beebe	White
Taylor, Mrs. O. H.	Hunter	Woodruff
Thomason, Leona	Jonesboro	Greene
Terrell, Myrtis	McNeil	Columbia
Thacker, Irma	Mena	Polk
Umstead, Clara	Chidester	Ouachita
Vinson, Clarence H.	Colt	St. Francis
Whaley, Carrie Mae	Monticello	Drew
Webb, G. L.	Murfreesboro	Pike
Williams, Jessie	Gurdon	Clark
White, Jaunita	Conway	Faulkner
Watson, Lillian	Mena	Polk
White, Willia	Amity	Clark
Watson, Christine	Mena	Polk
Wallis, Anna	Butterfield	Hot Springs
Westbrook, Mary	Beebe	White

<i>Postoffice</i>	<i>County</i>	<i>Postoffice</i>	<i>County</i>
Walker, Gladys		Russellville	Pope
Watson, Agnes		Conway	Faulkner
Word, Marie		St. Charles	Arkansas
Williams, Flora		Rector	Clay
Williams, Collye		Ward	Lonoke
Williams, Ada		Star City	Lincoln
Wilmoth, May L.		Vilonia	Faulkner
Wilder, Hazel		Mansfield	Sebastian
Wicker, Rosa		Rosston	Nevada
Welch, Maude		Searcy	White
Williams, Lillie		Womble	Montgomery
White, Wm. F.		Amity	Clark
Wilson, Mrs. F. N.		Ozark	Franklin
Wright, Hallie		Higginson	White
Williford, Julia		Brinkley	Monroe
Wyatt, Helen		Pine Bluff	Jefferson
Wyatt, Lelah		Pine Bluff	Jefferson
Yarbrough, Inez		Tunica	Mississippi
Young, Gertie		Hazen	Prairie
Young, Polly		Palestine	St. Francis
Young, Mrs. Mabel		Nady	Arkansas

APPLICATION FOR SCHOLARSHIP IN THE Arkansas State Normal School A State Teachers College

.....Ark.
.....19....

To.....

County Superintendent,.....County.

My Dear Sir:

I hereby respectfully apply for an appointment to a scholarship in the Arkansas State Normal School, promising that, should I be granted a diploma by said institution, I shall teach in the schools of the State at least two years after graduation, should no unforeseen circumstances prevent me from complying with this obligation. I am.....years of age, in good health, of good moral character, and have completed the State course of study; in evidence of which I herewith submit a statement from my last teacher.

Respectfully,

.....

APPOINTMENT

....., Ark.,.....19....

In compliance with the above request, after having satisfied myself as to the correctness of the statements herein, I hereby appoint.....
.....to a scholarship in the Arkansas State Normal School.

.....
County Superintendent.

.....County

CONWAY PRINTING COMPANY
Conway, Ark.



UNIVERSITY OF ILLINOIS-URBANA



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